



Lesson Plan: Is your Speech Free?

Lesson Activity Steps: Lesson Activity Steps: DAY 1

| Purpose | Teacher | Students |
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| <p>20 minutes</p> <p>Hook</p> | <p>Teacher will pass out the school speech of from the Bethel School District vs. Frasier.</p> <p>Teacher will read excerpts from the speech. The teacher will then have the students think about and then briefly discuss the following questions.</p> <p>1) Do you think this speech would or should be allowed in our school? Teacher will have the students input their answers into the website www.pollanywhere.com.</p> <p>2) If not, what elements of the speech may not be allowed.</p> | <p>Students will sit in their groups and listen to the excerpts from the speech read by the teacher.</p> <p>Students will answer the questions posed by the teacher. Students will input their answers into the website pollanywhere.com</p> |
| <p>35 minutes</p> <p>Through</p> | <p>Teacher will ask the students if they know the rights protected under the 1st Amendment. Teacher will write down on the board the 5 parts of the 1st Amendment. Freedom of Speech, Religion, Press, Assembly, Petition.</p> <p>Teacher will review the basic elements of theater that the students have already learned earlier in the year. (Character, Dialogue, Plot and Theme.)</p> <p>Teacher will divide the class into six equal groups and then pass out one of six general guidelines of whether speech is protected or not. Teacher will also pass out the elements of theater reminder cards.</p> <p>Teacher will give each group five to ten minutes to prepare their vignette which will should clearly illustrate the protected speech guidelines assigned to them. The vignette should be between one and two minutes in length.</p> | <p>Students will answer the question of “what rights do citizens have under the First Amendment.”</p> <p>Students will create their one to two minute vignettes that will clearly demonstrate the speech guidelines assigned to their group.</p> <p>Students will include in their vignette the basic elements of theater that they learned earlier in the year.</p> |



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| <p>25 minutes</p> <p>Beyond</p> | <p>Teacher will display 2 to 3 Supreme Court cases dealing with the issues of protected speech. The class using polleverywhere.com will predict what the supreme court decision was.</p> <p>The teacher will use Case Study 2 Burning a selective service registration certificate.</p> <p>The teacher will have the students text their answers into the website. Once a majority opinion has been reached teacher will ask students to answer why they voted the way they did. The teacher will make sure the students use one of the guidelines when answering their opinion.</p> <p>The teacher will reveal the actual Supreme Court ruling and discuss the decisions made by the Supreme Court.</p> <p>Teacher will do the same with Case Study 3 Gathering petitions in a shopping mall.</p> | <p>Students will read and listen to each case study and try and predict whether the speech in the individual case was protected or not.</p> <p>The students will reflect on the general guidelines that were presented earlier in the classroom the six group vignettes.</p> |
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Lesson Activity Steps: DAY 2

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| <p>Intro</p> <p>10 Minutes</p> | <p>Teacher will review the previous class information on guidelines for protected speech. Teacher will have the students Case Study 6 Third-party candidate inclusion in televised debates. The teacher will simply ask the students by a raise of hands what they think the result of this case was. (This step is basically a review and will get the students in the correct frame of mind for today's activity)</p> | <p>Students will listen and simply answer any of the questions by raising hands.</p> |
| <p>Through</p> <p>55 minutes</p> | <p>Teacher will divide the class into two "legal teams" preparing to argue a case in front of the Supreme Court. Each side will be given time limits to their arguments and rebuttals. Two-Three students will serve as judges and will decide which legal team made a stronger case. This decision will be made based off the arguments and not any preconceived biased.</p> <p>Once the class is divided into the three groups the teacher will hand out the Lawyer Argument Worksheet which includes spaces for students to write who will do what role. Each team will need to select a one lead attorney, one associate attorney, one legal secretary and the rest paralegals. The two attorneys will present the arguments to the judges and come up with their 30 to 60 second opening statement. The legal secretary will write all the information on the Lawyer Argument Worksheet and the paralegals will each come up with at least one argument to give to their respective attorney's. Once the roles have been assigned the teams will have 20-30 minutes to prepare their arguments and record them on their worksheet.</p> <p>During the work time the Judges will be handed the Judges Worksheet in which they will take a look at the case and they will record on the sheet 3 initial questions they have about the case. They must have at least one question for both the pro and con side. Their 3rd question can be for either team. The judges are not to discuss their initial thoughts and opinions of the case.</p> | <p>Students will divide into teams and assign themselves roles.</p> <p>Students will fill out the worksheets fulfilling each duty of their assigned roles, as described by the teacher.</p> |



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| | <p>After the work time the teacher will call the court into order. Each side starting with the pro side will state their opening statement. This will be done by the lead attorney. Once both opening statements have been read the pro side will get to present their first argument. Then the con side will present their first argument. And back and forth until all arguments have been made. Judges can at anytime ask questions of the legal teams (anyone from the team may answer) . However, during the presentation of arguments there will be no discourse between the legal teams. During oral arguments paralegals from each team will record the other teams arguments and write down questions for their attorneys to ask.</p> <p>Once oral arguments have been completed there will be a 2-3 minute recess for each team to discuss any questions that they want to ask the other team. After this recess the back and forth arguments in which both legal teams can discourse between each other will begin. Again judges and interrupt at any moment with any questions they may have.</p> <p>As the activity is happening the judges are responsible for jotting down any arguments that they thought were compelling for each team and arguments that they thought were weak. They will record this on their Judges Worksheet.</p> <p>After time has been called by the teacher it will be time for the rendering of a decision. The teacher will go to each judge and ask which side they thought did a better job presenting their case and the argument they thought held the most weight on their opinion.</p> <p>Once the activity is over the teacher will collect all the worksheets and then reveal the actual supreme court decision on the case and discuss with the class.</p> | <p>Students will participate in the court room drama remembering the aspects of theater.</p> <p>The lawyers will present arguments and the paralegals will record any questions based from the other teams arguments.</p> |
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| | | Students will engage in arguments based on guidelines set by the teacher. |
| 15 minutes Beyond | Students will write a reflective piece based on essential question 4 What is your personal feeling about free speech? Do you feel that the Supreme Court has made a correct decision in the cases presented or other cases you know? | Students will write a reflective piece based on two questions. |

Special Needs of students are considered in this lesson:

Students with special needs are considered in this lesson in many ways. First the polling feature of this lesson is completely anonymous thus giving them a comfort level even if they do not know the correct answer.

This lesson gives the flexibility to the teacher to pair students with special needs to another student who can aid and guide in the learning process.

This lesson allows ELD students the opportunity to learn by acting and kinesthetically being involved in the lesson.

Extension Ideas:

Have the students create an infomercial explaining the limits of speech.

Have the students research current school free speech issues or things that may have happened at their school.