Social Studies Education Lesson Plan Template v. 3

Teacher Candidate Name: Daniel Redman
Lesson Title: **Sociology -***Deviance and Social Control: Information Leaks Throughout History*
Grade Level: 11 & 12
Essential Question: *What systems of control do societies enact, and how do people challenge them?*

Lesson Foundations

Content Standards	<u>Sociology 7.2-4</u>: *Deviance and Social Control can be seen through either Functionalist or Conflict Theory lenses in very different ways, and plays out in society in many different arenas.* <u>RH.11-12.1 Key Ideas and Details</u> – *Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.*		
Learning Objective(s)	Students will interpret deviance and social control through different sociological perspectives. Students will debate the relative value of leaks and whistleblowers, drawing on sociological perspectives.	Assessment(s) Include LO being addressed	<u>#1 Video Discussion (LO1)</u> <u>#2 Article Questions (LO1)</u> <u>#3 Dueling DBQs (LO1 &2)</u> <u>#4 Debate (LO2)</u> <u>#5 Exit Tickets (LO1&2)</u>
Materials & Resources	The following videos: https://youtu.be/J2ZKDgnZVGs https://youtu.be/KKvvOFIHs4k The following Origins article (for time, article can be abridged as teacher sees fit): http://origins.osu.edu/article/wikileaks-and-past-and-present-american-foreign-relations DBQ's based on the following articles: https://www.washingtonpost.com/world/national-security/famous-leaks-in-american-history/2013/06/10/5a18b5e6-d208-11e2-a73e-826d299ff459_gallery.html http://law2.umkc.edu/faculty/projects/ftrials/ellsberg/ellsbergaccount.html http://www.pbs.org/newshour/bb/media-jan-june05-deepthroat_6-01/ http://www.biography.com/people/julian-assange-20688499#founding-of-wikileaks Debate Prompt & Organizer Handout		

Instructional Procedures/Steps

	Teacher will…	Student will…
Opening __10__ Minutes	**Opener: Anonymous and Guy Fawkes (LO1)** 1) Open by discussing how Anonymous released KKK identities to Pastebin, Nov. 5, 2015. Check for student knowledge.	**Opener: Anonymous and Guy Fawkes** *(Assessment #1)* 1) Students are checked for background knowledge. When they do not have this knowledge, provide it. *a) A decentralized group of cyber-activists/hackers*

	a) Who is Anonymous?
	b) On whom do they base their image?
	
	2) Show first clip, introducing the way Anonymous presents themselves. Then check for student knowledge about more recent iconography regarding Guy Fawkes.
	   a) What is a popular comic book which uses this man's image?
	
	   b) What is a famous film based on that book?
	
	   c) How does the message change from book to film?
	
	3) Encourage students to think about this changing message. How are we to interpret what Anonymous wants, in the context of this ideological ambiguity? Is what they do *right?*
		b) Guy Fawkes, Catholic terrorist, Houses of Parliament 1605 (King James I assassination attempt)
		2) Students watch the first clip then are checked for background knowledge about second clip. When they do not have this knowledge, provide it.
		   a) V FOR VENDETTA, 1988 Comic Book by Alan Moore, about "Anarchy in the UK" as an alternative to fascism in a dystopian future (the metaphor is reflective of Thatcher-Era unrest).
		   b) V FOR VENDETTA, 2006 Wachowski film adaptation
		   c) Hated by Moore for turning story about "fascism, anarchy, England" into Bush-era screed about liberal struggles against neo-Conservatives

Instruction
__30__ Minutes
	Instruction: Debate Prep Interpretation (LO1)
	1) Have students read the Origins Article aloud, taking turns a paragraph at a time. *Recommend an abridged version of the article due to length.*
	   a) Who are some famous Whistleblowers?
	   b) What did they do?
	   c) How are they perceived?
	Instruction: Dueling DBQs (LO1&2)
	1) Handout DBQs, dividing the class into two groups. Students read materials and answer.
	   a) See materials.
	Instruction: Debate (LO2)
	1) Handout the Debate Prompt & Organizer and have students prepare for debate.
	2) ADDITIONAL QUESTIONING:
		Instruction: Debate Prep Interpretation
		1) After reading the article aloud, students answer questions to prepare knowledge on the subject matter at hand. *(Assessment #2)*
		   a) Manning, Snowden, Hamilton, Ellsberg, etc.
		   b) Leaked top secret government information
		   c) Conflicted: sometimes seen as heroes, sometimes as traitors to the nation
		Instruction: Dueling DBQs *(Assessment #3)*
		1) Students have DBQs for the *Functionalist* and *Conflict Perspectives*. They will work in groups to finish.
		   a) See materials.
		Instruction: Debate *(Assessment #4)*
		1) Students will prepare their opening arguments for debate based on what they have learned.
		2) Questioning will help deepen their thinking.

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a) *Is it conceivable that we could live in a world where those in power are unable to keep secrets from the general public? Why or why not?*

b) *Do those in power have a need to keep secrets which the public should respect? If so, what to do about secrets that are harmful to the public or violate civil rights?*

c) *Can a government without transparency really be representative of the people?*

3) Debate will consist of opening arguments, rebuttals, and closing arguments.

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3) Opening arguments must draw from given perspectives, rebuttals must acknowledge other side's arguments, closing arguments must unite the two.

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Closure

__5__ Minutes

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Closing: Exit Tickets (LO1&2)

1) Have students return to the Essential Question:

a) *What systems of control do societies enact, and how do people challenge them?*

2) Encourage them to consider this and write an Exit Ticket that talks about our relationship to our society, and when they do or do not think it is right to challenge that relationship in the way that leakers or whistleblowers do.

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Closing: Exit Tickets *(Assessment #5)*

1) Students reconsider the Essential Question.

2) Drawing on these thoughts, they complete the Exit Ticket. It does not need to agree with their assigned perspective; it is to be their personal opinion on the matter. It must, however, draw from ideas learned in the lesson and be connected to at least one of the readings.

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