

Social Studies Lesson Plan Template v. 3

Teacher Candidate Name: Emily Wiegand

Lesson Title: Information Leaks in American History

Grade Level: 10

Essential Question: Are whistleblowers heroes or traitors?

Lesson Foundations

Content Standards	<p>Am Hist 33: The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001.</p> <p><u>CCSS.ELA-LITERACY.WHST.9-10.1.B</u> Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p>		
Learning Objective(s)	<p>LO1. Students will evaluate the legitimacy of whistleblowers' actions, deciding whether or not they believe information leakers should be considered "heroes" or "traitors."</p>	<p>Assessment(s)</p> <p>Include LO being addressed</p>	<p>A1. Debate Organizer (LO1) A2. Information Leaks Debate (LO1) A3. Reflection (LO1)</p>
Materials	<p>Debate Organizer Debate Reflection Worksheet</p> <p>Background Information: http://origins.osu.edu/article/wikileaks-and-past-and-present-american-foreign-relations http://www.usatoday.com/story/opinion/2013/06/09/nsa-whistle-blower-edward-snowden-editorials-debates/2406409/ https://www.washingtonpost.com/world/national-security/famous-leaks-in-american-history/2013/06/10/5a18b5e6-d208-11e2-a73e-826d299ff459_gallery.html http://www.history.com/topics/vietnam-war/pentagon-papers http://law2.umkc.edu/faculty/projects/ftrials/ellsberg/ellsbergaccount.html http://www.pbs.org/newshour/bb/media-jan-june05-deepthroat_6-01/ http://www.cbsnews.com/news/valerie-plame-wilson-no-ordinary-spy/ http://www.biography.com/people/julian-assange-20688499#founding-of-wikileaks http://www.educationworld.com/a_curr/how-to-handle-scandal/edward-snowden.shtml http://learning.blogs.nytimes.com/2013/09/24/text-to-text-edward-snowden-and-daniel-ellsberg/</p>		

Instructional Procedures/Steps

	Teacher will... Instructional procedure, questions you will ask, checks for understanding, and evidence of culturally responsive teaching practices	Student will... What will students be doing? What evidence of learning will students demonstrate? Student-centered learning/Opportunities for Practice and Apply
<p>Opening 10 Minutes</p>	<p>Debate Organizer (L01) 1. Class discussion regarding the question “Are whistleblowers heroes or traitors?” Questions to consider -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? -Can a government without transparency really be representative of the people? 3. Teacher will divide the class into two teams: Heroes (those who believe whistleblowers are heroes) and Traitors (those who believe whistleblowers are traitors)</p>	<p>Debate Organizer (L01) 1. -Opinion: Sometimes the public should respect leaders’ needs to keep secrets; secrets may be harmful to public or violate civil rights but these secrets are always for the public’s greater good; it is okay to sacrifice some civil rights in the name of national security. OR People in power should never be able to keep secrets that are harmful to the public; gives leaders too much power and the system lacks accountability -Opinion: There is no way to tell if a government is representative of the people unless that government has transparency OR Yes, a government can keep some secrets from the public and still be representative of the people, simply need to trust that the government has the best interests of the public at heart 2. Students will have 5 minutes to fill out their 3 main arguments and possible rebuttals for those arguments individually. 3. Then, students will meet with their teammates to decide which arguments are their strongest. 4. They will then work together to create an opening statement.</p>

<p>Instruction 33 Minutes</p> <p>Procedures and steps to the lesson.</p>	<p>Information Leaks Debate (LO1)</p> <p>1. Teacher will keep track of the time</p>	<p>Information Leaks Debate (LO1)</p> <ol style="list-style-type: none"> 1. Heroes have 3 minutes to make an opening statement 2. Traitors have 3 minutes to make an opening statement 3. Heroes have 5 minutes to present their argument 4. Traitors have 5 minutes to present their argument 5. Both teams have 3 minutes to regroup and come up with their rebuttal 6. Traitors have 3 minutes to present their rebuttal 7. Heroes have 3 minutes to present their rebuttal 8. Both teams have 2 minutes to regroup and finalize their closing statement 9. Traitors have 3 minutes to present their closing statement 10. Heroes have 3 minutes to present their closing statement
<p>Closure 7 Minutes</p>	<p>Reflection (LO1)</p> <p>2. Wrap-Up Discussion</p> <ul style="list-style-type: none"> -How many people had their opinions changed during the debate? -What was the most significant piece of evidence that was presented that either shifted or strengthened your viewpoint? -Is it conceivable that we could ever live in a world where those in power are unable to keep secrets from the general public? Why or why not? 	<p>Reflection (LO1)</p> <p>1. Students will make a final conclusion regarding their opinion on the question “Are whistleblowers heroes or traitors?” Students will use evidence from the debate, and explain whether their initial (pre-debate) view was strengthened or shifted after the debate.</p> <p>2.</p> <p>Opinion: yes – there is a need for the government to be transparent and held accountable by the people; no – post 9/11 security threats are too high, power figures need to keep some things secret for national security and general public welfare</p>