

Social Studies Education

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Lesson Title: Does profit Trump the truth? The 1st Amendment in the 21st Century (American Government, Standard 8)

Grade Level: 11-12

Essential Question: Can media be both a commodity and a public service?

Lesson Foundations

Content Standards	Ohio's New Learning Standards: K-12 Social Studies American Government Standard 8. The Bill of Rights was drafted in response to the national debate over the ratification of the Constitution of the United States.		
	CCSS.ELA-LITERACY.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.		
Learning Objective(s)	LO1: Students will be able to evaluate the conflict between First Amendment and government regulations on media content. LO2: Students will be able to analyze the role of media, weighing the responsibility of being a public service versus their own commercial interests.	Assessment(s) Include LO being addressed	1. Quick Write (LO 1) 2. On the Fence (LO 1) 3. Nearpod polls/questions (LO 1, LO 2) 4. 3-minute essay (LO 2)
Materials & Resources	<ul style="list-style-type: none"> • Origins Article: Pickard, V. (2016). Media and politics in the age of Trump. Origins, 10(2). Retrieved from http://origins.osu.edu/article/media-and-politics-age-trump • Nearpod presentations/poll questions: https://share.nearpod.com/vsph/SmkVVRWrhB • Sensationalism video - https://www.youtube.com/watch?v=cXc5fn6b9RI • iPads/laptops • pencils/pens and papers 		

Instructional Procedures/Steps

	Teacher will...	Student will...
Opening 5 Minutes	1. Set Up <ol style="list-style-type: none"> a. Students will have already read the article b. Have iPads or laptops ready to be picked 	1. Set up <ol style="list-style-type: none"> a. Read article b. Pick up and log onto iPad or laptop as soon as

	<p>up as students enter the room.</p> <ul style="list-style-type: none"> c. Have Nearpod and Youtube video ready to be used when required. <p>2. Address Learning Objectives and ask Essential Question</p> <p>3. Quick Write (What is a Quick Write?)</p> <ul style="list-style-type: none"> a. Prompt: <i>“What is the most important part of the 1st Amendment?”</i> b. Share/discuss answers as a class 	<p>possible</p> <ul style="list-style-type: none"> c. Enter Nearpod code to be used later in the lesson <p>2. Address Learning Objectives and ask Essential Question</p> <ul style="list-style-type: none"> a. Students will share their initial thoughts about the essential question. <p>3. Quick Write</p> <ul style="list-style-type: none"> a. Students will respond to the prompt, drawing on previous knowledge or the article b. Students will share and discuss their answers as a class.
<p>Instruction 35 Minutes</p>	<p>1. On the Fence (What is "On the Fence?")—based on assigned reading <i>Origins</i> article.</p> <ul style="list-style-type: none"> a. Prompt: <i>“Should the media be regulated or does the First Amendment provide them with the freedom to say and do what they want?”</i> b. Question to consider: <ul style="list-style-type: none"> i. Ask: What evidence can you use from the article? <p>2. Sensationalism Video (Link to video)</p> <ul style="list-style-type: none"> a. Questions to consider: <ul style="list-style-type: none"> i. <i>What do you notice about the reports in the video clip? (DOK1)</i> ii. <i>Why do you think the people in the video use the types of language and wording that they do? (DOK2)</i> iii. <i>Should this be protected and allowed under the 1st Amendment in the bill of rights? (DOK2)</i> <p>3. Nearpod</p> <ul style="list-style-type: none"> a. Use the Nearpod presentation to direct 	<p>1. On the Fence—students will recall information from the article to try to convince undecided students to join their side of the argument.</p> <ul style="list-style-type: none"> a. Answer: Students will move to the side of the room b. Answer to question: <ul style="list-style-type: none"> i. Students will need to cite evidence from the article to help support and build their arguments <p>2. Sensationalism Video</p> <ul style="list-style-type: none"> a. Answers to questions: <ul style="list-style-type: none"> i. Answers may vary based on student observations ii. Answers may vary—should be centered on videos clips trying to use sensationalism to persuade people iii. Answers will vary based on student opinions. They should, however, connect answers to material covered in class or in the article.

	<p>students to key concepts from the article and allow them to participate with interactive questions.</p> <p>b. Questions:</p> <ol style="list-style-type: none"> i. <i>Does media have a public interest obligation to provide accurate and diverse information? (DOK2)</i> ii. <i>Who is to blame for sensationalism in the media? (DOK 2)</i> iii. <i>Does the 1st Amendment justify the use of false information? (DOK3)</i> 	<p>3. Nearpod</p> <ol style="list-style-type: none"> a. Students will participate in the lecture by answering the interactive questions and polls that appear periodically in the Nearpod presentation. b. Answers to Questions: <ol style="list-style-type: none"> i. Answers will vary for all three questions based on student opinions. Students should be able to connect their answers to material covered in class or in the article.
<p>Closure 10 Minutes</p>	<ol style="list-style-type: none"> 1. 3-minute essay (What is a 3-minute essay?) <ol style="list-style-type: none"> a. Prompt: <i>"In your opinion, what is the role of the media? Given the conflict between the media's commercial interests and their public service responsibilities, what solution or alternatives, if any, do you feel are necessary to remedy the problem?" (DOK3)</i> b. Have students share and discuss answers. 2. Review Learning Objectives and the Essential Question. 	<ol style="list-style-type: none"> 1. 3-minute essay <ol style="list-style-type: none"> a. Students will take 3 minutes to respond to the prompt, citing evidence from the article, class discussion, or the nearpod. b. Students will share their responses. 2. Review Learning Objectives and the Essential Question.
<p>Differentiation/ Modifications/ Enrichment</p>	<p>IEP Students/504 Plans: All students will have the presentation on 1 to 1 technology allowing it to be accessible to each student. If 1 to 1 technology is not available, teacher can conduct polling through a variety of means: thumbs up/thumbs down, yes/no note cards, raising hands, etc.</p> <p>ELL Students: Article will be provided in a more student friendly version for struggling readers (highlighted key terms, definitions provided, chunked into sections).</p> <p>Gifted/Talented: Questions require students to take a stand and can develop complex answers.</p> <p>Struggling Students: "Do now" activates background knowledge and gives students a chance to refresh knowledge.</p>	