

Rights Lab: Unit Plan

Grade: 9-12th	Course/Study: History/Debate/Civil Liberties	Classes: Four lessons that include up to 90 minutes on instruction + One Summative Assessment
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Unit Description:

Surveillance. Civil liberties. Protests. Arrests. Law.

From the rise of the Occupy movement to the outrage over the National Security Agency's data collection, these words have become familiar to anyone who scans news headlines.

But if you take a step behind the scenes, a complex interplay of social power and ever-changing legal precedents are the real drivers behind who is allowed to march and who can be surveilled and how.

Students are introduced to issues with basic human rights in modern society, how those issues relate to law, and how they have evolved throughout American history. Specifically, students study the relationship between civil rights and technology, and how this intersection causes controversy today. The students gain an opportunity to discuss and debate complex issues in society that do not have a simple solution. Students will be able to take this knowledge of civil liberties and apply them to their personal lives and decision-making.

Rights Lab is a web series created by [Scrappers Film Group](#) to explain how laws, government and technology intersect around the Constitution. With a mix of compelling documentary video and motion graphic elements, the curriculum uses evidence-based learning by teaching students to analyze texts, graphs and video content as well as participating in role-play and other activities designed to foster measurable growth in history and social studies. It adheres to the Common-Core Standards, incorporates heavy discussion and reflection, and is measurable through a formative assessment at the end of the unit. Each lesson is framed around bold and intriguing questions that allow students to tackle how the essential questions of democracy intersect with technology - *Can the government spy on my phone? Where can I fly my drone? Can I film police? & Where can I protest?*

Along with exploring the moral dilemmas raised within the core media, the curriculum also uses relevant historical context to trace the changes within civil liberties over time. Each lesson offers both research from primary and prestigious resources alongside diverse learning activities, asking students to embody scenarios central to responsible achievement. Throughout the curriculum, students are evaluated and questioned to provide clear benchmarks of achievement and understanding.

Student Learning:

Cognitive Skills
<ul style="list-style-type: none"> · Use rational decision making and knowledge of common law to make choices · Use active reading strategy to aid comprehension of difficult text · Use graphic organizers for facilitation with writing. · Use and complete various note taking strategies (Cornell, KWL, etc) to guide discussions and readings · Fill out graphs support central ideas and information from primary and secondary sources in order to gain insight and detail on cases and American law · Fill out notes to organize contextual evidence and support analysis of primary and secondary sources

Common Core Standards

CCSS Reading	CCSS writing	CRS English
<p>Reading for Literacy in Social Studies</p> <p>CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<p>Writing Standards</p> <p>CCSS.ELA-Literacy.WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>Band 13-15</p> <p>CLR 201. Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>REL 202. Identify simple cause-effect relationships within a single sentence in a passage Band 16-19</p> <p>CLR 301. Locate simple details at the sentence and paragraph level in somewhat challenging passages</p>

CCSS.ELA-LITERACY.RH.11-1

2.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-1

2.1

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.

CCSS.ELA-LITERACY.RH.11-1

2.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RH.11-1

2.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CLR 302.

Draw simple logical conclusions in somewhat challenging passages

REL 302.

Identify simple cause-effect relationships within a single paragraph in somewhat challenging literary narratives
Band 20-23

REL 403.

Identify clear cause-effect relationships in somewhat challenging

EXJ 302.

Generate reasons for a position that are vague or simplistic; show a little recognition of the complexity of the issue in the prompt by

DEV 301.

Offer limited development in support of ideas; clarify ideas somewhat with vague explanation and the use of general examples

ORI 301.

Provide a simple organizational structure

		by logically grouping some ideas
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Assessments

Summative Assessment:

- Unit Exam

Formative Assessment:

- Opening Writing Activities/Discussions
- Daily Student Notes
- KWL Chart
- Series of Events Chain
- Rights Lab Contextual Reading

Essential Questions

Lesson One: *Can the government spy on my phone?*

1. What is legal precedent and how does it affect law in America?
2. What is a Stingray and what is it used for?
3. Is it legal for the government to spy on my phone?
4. When stopped and searched, can government officials (police officers) search my cell phone content?

Lesson Two: *Where can I fly my drone?*

1. What is the Commerce Clause and how is it used?
2. What is the FAA?
3. Where is it legal to fly drones?
4. Is flying above someone else's land trespassing, or is the air public?
5. How do time, place and manner restrictions apply to drone use?
6. Are there any special rules/regulations in your area for drone use?

Lesson Three: *Can I film the police?*

1. What is the legal precedent regarding our right to videotape and photograph police and government officials?
2. When and where can people film the police?

3. When are people not allowed to film the police?
4. How do these rights differ in Illinois?

Lesson Four: *Where can I protest?*

1. How does the First Amendment define the right to protest and express political opinions?
2. What do we mean by “reasonable time, place and manner restrictions” on protests?
3. How does the Constitution protect people with different and opposing positions?
4. What tactics have been used to make political change over the years? Are these tactics more or less effective than voting to make social change?

Content and Academic Vocabulary

- Legal Precedent
- Stingrays
- Expectation of Privacy (with reference to the Constitution)
- Commerce
- Unmanned Aircraft
- Exclusionary Rule
- Freedom to Assemble
- Limitations

Extended Text	DL Modifications	Short Informational Text	Additional Resources
Glare of Video Is Shifting Public's View of Police	<ul style="list-style-type: none"> • Extended time • Differentiated secondary sources • Shortened assignments • Give instructions through several methods • Reinforce appropriate behavior 	Washington Post Article: Recording Police	<ul style="list-style-type: none"> • Instructor(s) PowerPoint lectures • Youtube Videos: http://www.scrappersfimgroup.com/rightslab • Graphic Organizers • Individual Assessments • Unit Exam

	immediately • Reduce the length of summative assessments • Graphic organizers • Give one on one instructions • Guided Notes and Outlines		
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WIDA – Illinois English Language Proficiency Standards			
Standards	Language Domains		Proficiency Levels
<ul style="list-style-type: none"> • Social and Instructional • Language Arts • Social Studies 	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing 		<ul style="list-style-type: none"> • Level 3 Developing • Level 4 Expanding
Instructional Strategies Used to Meet the Needs of ELLs			
Sensory Supports <ul style="list-style-type: none"> • Manipulatives • Pictures • Illustrations • Diagrams • Magazines • Newspapers • Video/films • Sound clips • Videos with captions • Nonlinguistic • Representations 	Graphic Supports <ul style="list-style-type: none"> • Charts/graphic organizers • Video • Vocabulary • Meaning Matrix • Graphs 	Interactive Supports <ul style="list-style-type: none"> • Pairs/partners • Triads/small groups • Whole group • Cooperative groups • Internet/Software • Native Language use • Mentor/Tutor 	Other Supports <ul style="list-style-type: none"> • Building Background • Knowledge • Vocabulary/writing journals • Summarizing • Note taking • Teacher prepared notes

Notes on the Unit Plan:

This form of education harnesses experiential learning. Instead of solely lecturing about what something is, we're going to have our students experience it for themselves with this lesson/unit through interactive learning and participation.

This is not an "I do, we do, you do" lesson. Instead, this lesson allows students to grapple with the content on their own through a series of structured learning opportunities. Only after students explore on their own does the teacher guide them to gain a deeper understanding. The last part of each lesson is a screening of one episode of Rights Lab, followed by a group discussion, collaborative activities and individual assessments on the content. This provides less of an emphasis on procedural instruction and more on conceptualizing the content.