

Area/Skill - Social Studies	Cognitive Skill Level - Evaluation	Correlation to Framework - 02.07	Lesson Number - 30
<p>Activity Title - Right to Privacy?</p> <p>Goal/Objective</p> <p>To evaluate first amendment rights.</p> <p>Lesson Outline Introduction</p> <p>Begin the lesson by reading the 1st Amendment to the class. Have the students identify the different freedoms that are found in this amendment. Discuss the freedom of the press and what that means to a person's privacy. Discuss different individuals whose privacy has been invaded due to freedom of the press. Examples may include: Princess Diana, the Bush twins, the family of Dale Earnhardt, or others currently in the news.</p> <p>Activity</p> <p>Divide the class into small groups of three or four students. Provide the students with editorials on a similar topic. Select editorials that provide opposing views on a similar topic—privacy. Have the small groups discuss the two articles and identify how they are alike and how they are different. The students should write down their ideas on a graphic organizer, such as a Venn Diagram. This will allow them a visual so they can easily see the similarities and differences. Have each group share their views with the class. Discuss the different ideas in an open class forum.</p> <p>Debriefing/Evaluation Activity</p> <p>Debrief the activity by discussing the role of the court system in interpreting privacy rights.</p>			<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Copy of the 1st Amendment to the Constitution • Two current editorials from a newspaper that support different views on a situation • Paper and pencils • Sample graphic organizer to compare and contrast articles • Chart paper/board and markers
<p>Real-Life Connection</p> <p>Have students put themselves in the place of the person(s) discussed in the editorials. Have them discuss how they would feel if they were in the same position.</p> <p>Class discussion may focus on the following questions:</p> <ul style="list-style-type: none"> • How much should other people or the government know about you? (Example: medical records, Internet information, financial information, etc.) • Are there instances where your personal privacy is invaded without your permission? 			<p>Extension Activity</p> <p>Have students use the Internet to research 1st Amendment Cases and the Supreme Court. Discuss the importance of Supreme Court appointments in the rulings regarding freedom of speech versus privacy.</p> <p>ESE/ESOL Accommodations</p> <p>Have students work in groups.</p> <p>Provide students with a copy of the 1st Amendment with key words highlighted.</p> <p>Provide students with a graphic organizer that has one or two points already written on it.</p> <p>Provide students with editorials written at their reading level or have the editorials on tape so that students can listen to the information.</p>

GED 2002 Teachers' Handbook of Lesson Plans - Script

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<p>Activity Title - Right to Privacy?</p> <p>Introduction</p> <p><i>Say:</i> Today, I would like you to listen to the words of our country's founders when they wrote a very comprehensive work on what we now call "freedom of speech."</p> <p>Read the 1st Amendment to the class. <i>Ask:</i> Which freedoms are covered by the 1st Amendment? Write the students' answers on the board. Make sure that the freedom of the press is identified. <i>Say:</i> Does the press have the right to invade one's privacy? Have the students discuss their viewpoints on the freedom of press. Make sure that both positive and negative aspects are covered.</p> <p>Main Activity</p> <p><i>Say:</i> Before we begin today's activity, divide yourselves into small groups of three or four. Each of your groups will be reading two different editorials. These editorials cover the same basic issue—privacy. In your groups, identify the similarities and differences in each of these examples. You may wish to use a simple graphic organizer to document your ideas. A Venn Diagram or a simple chart divided into three columns will work. As you discuss the editorials, write down what issues are the same for both cases, as well as what differences you note.</p> <p>Once the students have finished evaluating the two different editorials, have them share their ideas with the class. Write down the similarities and differences on the board.</p> <p>Closure/Conclusion</p> <p><i>Ask:</i> What is the role of the court system in interpreting privacy rights? Can you think of any cases where the courts denied the press access to certain information. The Dale Earnhardt case would be one example of the courts intervening on behalf of privacy rights versus freedom of the press.</p> <p>Follow-Up Lessons/Activities</p> <p><i>Say:</i> The 1st Amendment is a very powerful statement of freedom of speech. However, freedom of speech also requires responsibility on behalf of the person who is making the comments.</p> <p>Have students follow-up this lesson by completing the following activities:</p> <ul style="list-style-type: none">• Use the Internet to research 1st Amendment cases and Supreme Court decisions regarding privacy rights/public access or domain• Discuss the importance of Supreme Court appointments• Look at the status of today's Supreme Court and possible vacancies in the next few years• Write an essay defining personal views on the privacy rights of public figures			