Daily lesson plan for April 6, 2012

Subject: English II CP A — 90 minutes

Topic: Censorship: How much is too much?

Objectives:

* Students will read selected news articles independently in class in order to prepare for a fishbowl discussion on censorship (IT.9-10.1).
* Students will respond to news articles in a forum-based discussion in order to create their own argument about censorship (IT.9-10.8).
* Students will participate in a fishbowl discussion in response to issues of censorship that *1984* presents, as well as relevant news articles in order to compare ideas and evaluate different sides of an issue (SL.9-10.1, 4, 6).

Purpose:

The purpose of this lesson is to allow students to consider how much governmental control is too much. Students will be able to weigh both sides of an issue and form their own opinions about censorship; when it’s necessary and when it goes too far.

Procedures:

Introduction:

* I will introduce the theme for the day: Censorship. This introduction will include defining censorship. I will put the First Amendment on the board and we will read this aloud. Introducing the First Amendment will allow us to add to our definition, as well as introduce the video clips I will play. (5 minutes)
* I will play a video about court case rulings that involve First Amendment rights. (4 minutes)
* After this video I will play the first section of a clip from YouTube that was created by a student on German propaganda during WWII. This video talks about how Germany only released certain information to the public and controlled all news sources. This video also talks about how Germany created information that made people biased toward Jewish people. (3 minutes)
* After this video, I will instruct students to get their copies of *1984* out and turn to a passage in chapter 4. This passage begins with, “With a faith feeling of satisfaction Winston…” I will read this passage aloud and ask students to follow along with me. I will read three paragraphs, and stop at the end of the paragraph that concludes with, “…dropped them into the memory hold to be devoured by the flames.” (3 minutes)
* After this video, I’d like to discuss the similarities in the first two minutes of the German propaganda video and what students have been reading in *1984*, because quite frankly, there are many direct parallels. I would also like to discuss how information in *Feed* is controlled. How is it similar to *1984*? How is it different? (5 minutes)

Development:

* From here, I will explain that we will be having a fishbowl discussion. I will hand out the news articles that I have, which are:
  + Lewd or prude? Arizona netizens outraged over internet censorship bill
  + Outrage at SA-style surveillance plans for Britain
  + Mind-boggling ‘facts’ about Kim Jong-il
  + Tunisia’s youth and their fight for the freedom of expression

Each student will only get one article, but while they are reading their specific article, they need to use evidence from *1984*, , the videos they watched, and their article to support a position on censorship. This introduction will take 3-5 minutes.

* Students will read their articles (20 minutes)
* The fishbowl discussion will begin. During this time, five students will be in the middle of the circle, debating with each, sharing interesting facts about their articles, using evidence from their reading to support their positions. There will be one free seat — the “hotseat.” At any time during the discussion, someone from the outer circle can come into the inner circle by sitting in the hotseat. They are allowed to remain there until they get tapped out by another person from the outer circle. (30 minutes)

Conclusion:

* For the last 15 minutes of class, students will begin writing in forums what position they held at the beginning of class, if any, how it was influenced by the arguments of others and the resources in class, and what their opinion was at the end of class. Did it change at all? If it did, why? They will be able to do all of this by posting their position, then responding to others.

Materials

* *1984*
* First Amendment video (discovery.com)
* German propaganda video (http://www.youtube.com/watch?v=dVrFyZZSsDk&feature=related) also in thematic connections
* The First Amendment (http://www.law.cornell.edu/constitution/first\_amendment)
* News articles
* Forums

Evaluation:

* Development — students will turn in their notes that they made while reading for a participation grade. (.5 points) I will also offer students a chance to gain an additional .2 points for participating in the inner circle of the fish bowl.
* Conclusion — their journals will count toward the rest of their daily participation grade (.5 points)