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| --- | --- |
| **Standards & Benchmarks:** | CCSS.ELA-Literacy.SL.9-10.1; CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  **If you have STATE STANDARDS that you also need to include, write them HERE: (examples)**  • Use the skills necessary to plan and produce a publication.  • Determine concepts for publications.  • Work cooperatively and collaboratively through a variety of staff assignments. |
| **Lesson’s Focus:** | At the conclusion of the class, students will be able to…  • understand differentiated instruction.  • identify copyright violations.  • apply knowledge of copyright to material in the yearbook. |
| **Resources & Materials:** | PowerPoint: “It’s the Law – Day 1” Handout: “Libel Defined”  Handout: “Libel Terminology” Handout: “Libelous Statements” Handout: “Privacy” |
| **Differentiation:** | Groups will contain one, two and three-year staff members to work collaboratively. |
| **Preparing Students for the Lesson:**  **• Transitions**  **• Expected Behaviors** | Divide students into groups based on experience, combining levels of experience. Each student will participate and contribute to group activities.  No student will dominate the conversation.  Students will be responsive, encouraging and involved in group discussions and activities. |
| **Teaching the Lesson**  **(Lesson Sequence/Activities):**  **• Motivation/Anticipatory Set**  **• Pre-Assessment/Activating**  **Background**  **• Teacher Input, Modeling &**  **Checking for Understanding** | **Bell Assignment:**  Has anyone ever stolen anything from you? How did it make you feel? Now imagine that you are a painter who makes a living by creating great works of art. One night someone breaks into your studio and steals a painting you just finished. A few months later that same painting that you painted is sold at an auction for thousands of dollars. However, someone else is saying they painted it. What  would you do?  What if it was something smaller that didn’t have as much as monetary value? What if it was your homework?  **Copyright & Content:** It is important for students to understand our  responsibility for what is published in the yearbook. |

**• Guided Practice**

**• Independent Practice**

**• Closure**

*20 minutes*

Assign groups a number of topics to present to the class. Use the Student Press

Law Center’s “Yearbook Law FAQ” as an online or printed resource.

• company logos

• song lyrics

• fonts

• senior portraits in ads

• magazine titles, movie titles, song titles used as division pages

• game pieces

• Photoshop pictures of celebrities

• old video games as a yearbook theme

• unused pictures from last year

• quotes from famous people

• coaches controlling what is printed

• administration controlling what is printed

• parental consent for student quotes

• hidden messages

• students with disabilities

• do not picture lists

• memorial pages

• yearbook pictures on Facebook page

*20 minutes*

Groups present each concern and legal conclusions.

*Homework*

PowerPoint: “It’s the Law – Day 1” *(studio.balfour.com > Inspire & Learn > Learning*

*Resources > Curriculum)*

**Assessment:** identifying libel – cumulative assessment

**Notes & Reflections:**

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| --- | --- |
| **Standards & Benchmarks:** | CCSS.ELA-Literacy.SL.9-10.1; CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  **If you have STATE STANDARDS that you also need to include, write them HERE: (examples)**  • Use the skills necessary to plan and produce a publication.  • Determine concepts for publications.  • Work cooperatively and collaboratively through a variety of staff assignments. |
| **Lesson’s Focus:** | At the conclusion of the class, students will be able to  • understand differentiated instruction.  • know the difference between content that is libelous and content that  is legal.  • determine what content supports the functions of a yearbook. |
| **Resources & Materials:** | Handout: “Libel Defined” Handout: “Libel Terminology” Handout: “Libelous Statements” Handout: “Privacy” |
| **Differentiation:** | Groups will contain one, two and three-year staff members to work collaboratively. |
| **Preparing Students for the Lesson:**  **• Transitions**  **• Expected Behaviors** | Divide students into groups based on experience, combining levels of experience. Each student will participate and contribute to group activities.  No student will dominate the conversation.  Students will be responsive, encouraging and involved in group discussions and activities. |
| **Teaching the Lesson**  **(Lesson Sequence/Activities):**  **• Motivation/Anticipatory Set**  **• Pre-Assessment/Activating**  **Background**  **• Teacher Input, Modeling &**  **Checking for Understanding**  **• Guided Practice** | **Bell Assignment:**  It’s yearbook distribution day, one of the best days of the year. Everyone is really excited about the new book coming out. However, when your best friend gets her book, she comes to you crying. She opens her book to a picture of her running down the hall. You still don’t understand why she is upset until you read the caption. It says: “Once again, Sally Smith runs to class after the tardy bell rang.” You know that she has never been tardy and punctuality is one of her priorities? What would you do?  **Libel and Invasion of privacy:** It is important for students to understand the  long-term impact of what is written in the yearbook. |

**• Independent Practice**

**• Closure**

*Teacher*: In his book, Say It Safely, Paul Ashley defines libel as any false statement, written or broadcast, which tends to do one of three things: 1) bring any person into public contempt, hatred or ridicule, 2) to cause him to be shunned or avoided or 3) injure him in his business or profession. Our yearbook is held to the same standards as any other publication.

*20 minutes*

Distribute handouts: “Libel Defined” and “Libel Terminology.” Discuss.

*25 minutes*

*Teacher*: In your small group, go over each of the statements on “Libelous Statements.” Decide whether the statement was libelous or not and why. Select a representative to share your conclusions with other groups.

*Homework*

Distribute handout: “Privacy.”

or

*Teacher*: Using handout “Libelous Statements,” list five examples of when each

May be proven.

There is also content that doesn’t support the functions of a yearbook as a history and a memory book. If it is a news story, it may belong in the school’s newspaper rather than the yearbook.

**Assessment:** identifying libel – formative assessment

**Notes & Reflections:**