

Freedom of Speech Mini-Unit		
<p>Day 1</p> <p><i>Whole group and small group reading: Tinker vs. Des Moines</i></p> <ul style="list-style-type: none"> • Preview the two-week unit, discuss new terms • Read aloud • Students read independently and take notes on focus questions handout • Students read the text a second time with a partner • Students discuss notes in their table groups • Facilitate whole group discussion 	<p>Day 2</p> <p><i>Expert group jigsaw: The three other court cases</i></p> <ul style="list-style-type: none"> • Students read one text independently with handout of focus questions • Students read the text a second time with an expert group partner • Students meet in expert groups (four to six students) to discuss the text • Students re-read the text a third time for homework, highlighting any ideas or phrases that are still confusing • Students do quick-write summarizing the text • Teach vocabulary in depth: <i>justify, prohibit, protection</i> 	<p>Day 3</p> <p><i>Expert Group Jigsaw (continued)</i></p> <ul style="list-style-type: none"> • Students meet in their expert groups and agree on specific information that they will all share in their jigsaw groups • Students meet in jigsaw groups (6 students) to discuss three texts • Students go back to expert groups to compare their jigsaw group notes • Debrief with whole group to clarify understandings • Students do quick-write summarizing the three texts
<p>Day 4</p> <p><i>Research</i></p> <ul style="list-style-type: none"> • Students choose one court case they're most interested in researching further and gather in groups. • Students conduct internet research to gather additional information about the case (teacher has bookmarked sites as a start) • Students take notes using note-taking handout 	<p>Days 5–6</p> <p><i>Newscasts</i></p> <ul style="list-style-type: none"> • Show a model newscast about a court case • Facilitate a discussion about the structure of a newscast and what type of language is used • Students meet in their interest groups and write a short newscast of the court case with required elements • Check in with groups to review the newscast • Students practice their scripts and record their newscasts 	<p>Day 7</p> <p><i>Newscasts (continued)</i></p> <ul style="list-style-type: none"> • Students watch all the newscasts and take notes using handout on the content and language used • Facilitate discussion about how well the issues were addressed and how persuasive the language was in the newscasts
<p>Day 8</p> <p><i>Debate</i></p> <ul style="list-style-type: none"> • Students work in small teams (3 for and 3 against the position in each team), and use the texts and their notes to support their position on: "Should students be allowed to express any message or point of view while at school?" • Whole group debate 	<p>Day 9</p> <p><i>Write Letter Collaboratively</i></p> <ul style="list-style-type: none"> • Students discuss and chart words and phrases important to include in a letter • Facilitate a whole class, jointly constructed letter to the principal • Students rehearse in small groups and discuss letter, going back to evidence gathered. • Students write first draft of their own letters to the editor about free speech • Debrief with whole group 	<p>Day 10</p> <p><i>Present Letter and Write Independently</i></p> <ul style="list-style-type: none"> • Students invite principal in to discuss the letter and engage in dialogue. • Students finish their individual letters in peer editing groups (letters will be posted, and students can choose to send in a copy to the local newspaper)