

Teacher(s)	Melissa Carroll	Subject group and discipline	Design Journalism I		
Unit title	First Amendment	MYP year	4 and 5	Unit duration (hrs)	15

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Culture	Innovation Perspective	Global Context – personal and cultural expression Exploration – Philosophies and ways of life
Statement of inquiry		
<p>Perspective and innovation create a culture that impacts philosophies and ways of life.</p>		
Inquiry questions		
<p>Factual- What is culture?</p> <p>Conceptual- How do we know if something is considered innovative?</p> <p>Debatable- How should society manage opposing perspectives?</p>		

Objectives	Summative assessment	
<p>Year 5</p> <p>Objective A</p> <p>i. explain and justify the need for a solution to a problem for a specified client/target audience</p> <p>Objective B</p> <p>ii. present the chosen design and justify its selection</p> <p>Objective C</p> <p>ii. demonstrate excellent technical skills when making the solution</p> <p>Objective D</p> <p>iv. explain the impact of the solution on the client/ target audience.</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>G: The goal is to show your understanding of how Perspective and innovation create a culture that impacts philosophies and ways of life.</p> <p>R: You are a news journalist for The Jefferson.</p> <p>A: The audience would be consumers of media.</p> <p>S: You are journalist reporting on the First Amendment rights found in other countries.</p> <p>P: You will select another country and write a news report on whether they have the same legal protections found in the five freedoms found in the First Amendment of the United States Constitution.</p> <p>S: You will be scored on criterion A, B, C, and D.</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p><i>Students are viewing the limited rights that are present in other countries. As such, they must evaluate how the rights present in our country – our culture – have a direct impact on our “ways of life,” which can affect the perspective of those individuals and affect their life in a positive or negative manner. The goal is to bring the students from a historical, national concept to a current, personal experience of how these constitutional rights still directly affect them and others.</i></p>
Approaches to learning (ATL)		
<p><u>In order for the student to</u> explain and justify the need for a solution to a problem for a specific audience, <u>the student must</u> evaluate evidence and arguments (Thinking, Critical Thinking Skills.)</p> <p><u>In order for the student to</u> present the chosen design and justify its selection, <u>the student must</u> gather and organize relevant information to formulate an argument (Thinking, Critical Thinking Skills.)</p>		

In order for the student to demonstrate excellent technical skills when making the solution, the student must use appropriate forms of writing for different purposes and audiences (Communication, Communication Skills.)

In order for the student to explain the impact of the solution on the client/ target audience, the student must consider ethical, cultural and environmental implications (Self-Management, Reflection Skills.)

Action: Teaching and learning through inquiry

Content (TEKS)	Learning process		
<p>(b)(1)(a) The student is expected to identify the history and development of American journalism through people and events.</p>	<p>Learning experiences and teaching strategies</p> <ol style="list-style-type: none"> 1.KWL of what the students know about the first amendment, which will be done individually. Students will then discuss with their partner/group about what they know 2. Direct lecture explaining the attributes of the First Amendment. 3. Show a documentary illustrating two of the five freedoms. 4. Read case studies of historical figures and determine which freedoms are involved. Students will also evaluate which learner profile the individual displayed. 5. Students will search for a current event that represents how the Five Freedoms (Freedom of Religion, Assembly, Press, Petition, and Speech) are used or challenged within the United States. 6. With the five freedoms, as a group, students will determine how each of the five freedoms apply to 	<p>Formative Assessment</p> <ol style="list-style-type: none"> 1. Cornell notes. 2. Exit Ticket over understanding of notes. 3.Create a foldable featuring the Simpsons and the five freedoms of the First Amendment. Compare how each Simpson character represents either the Freedom of Religion, Assembly, Press, Petition, or Press. 4. Students will write a reflection of what they observed in the documentary. 5. Students will present their current event to the class and explain how their event either depicts the use of or the challenge of one of the Five Freedoms. 6. Students vote which of the five freedoms is least protected important and provide justification as to why. 	<p>Differentiation</p> <p>Graphic organizer for the five freedoms</p> <p>Freedom to choose historical figures with a few suggestions as needed</p> <p>Current event chosen for student</p> <p>Alternative ways of presenting information.</p> <p>Examples of research of a country</p> <p>Tutoring</p>

	<p>their personal lives. Following, each group will share out.</p> <p>7. Students will investigate different countries to determine the country they would like to research and analyze their Five Freedoms.</p> <p>8. Research project (Students will be assigned a country. They will research what protections its citizens have guaranteeing freedoms of religion, assembly, press, petition, and speech).</p>	<p>7. After working in groups, present findings to class.</p> <p>8. Students will turn in a list of countries investigated, sources, and an explanation as to why they want to research this country further.</p>	
Resources			
The Constitution, Graphic Organizers, News articles and documentary from accredited organizations			

Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
<p>Students must have knowledge of the historical background and formation of the constitution.</p> <p>Students must know how to find credited sources.</p> <p>Have examples of when the five freedoms have been denied in the United States and the outcomes of such denial.</p>		