

12th Grade First Amendment Inquiry

Are Students Protected by the First Amendment?

Staging the Question: Read a story from the *Washington Post* about students in Ohio who were expelled for posting rap videos to their social media pages; then assess the actions of the school and the students.

Social Studies Practices

🗳️ **Gathering, Using, and Interpreting Evidence** 🗳️ **Civic Participation**

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
What is the difference between the Tinker Standard and Fraser Standard as they relate to students' free speech?	Does the "no prior restraint" rule apply to students?	How does the Supreme Court determine the limits of students' rights?	Can school officials exert control over students' use of social media?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Complete a T-chart on the differences between the Tinker Standard and Fraser Standard.	Explain in a paragraph the extent to which the Constitution's no prior restraint rule applies to the Hazelwood and Layshock cases.	Write a concurring or a dissenting opinion on <i>Morse v. Frederick</i> .	Develop a claim supported by evidence about school control over social media that answers the supporting question.

Integration of Inquiry Process and Skills

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
<p>Connect: Uses sources to acquire background information on students' rights by reading a story from the <i>Washington Post</i>.</p> <p>Graphic Organizer: Connect#11</p>	<p>Connect: Uses sources to acquire background information about the Hazelwood and Layshock cases and the no prior restraint rule.</p> <p>Graphic Organizer: Connect#11</p>	<p>Connect: Revises the question as needed to arrive at a manageable topic for inquiry about how the Supreme Court determines the limits of students' rights.</p> <p>Graphic Organizer: Connect#16 and Connect#17</p>	<p>Connect: Explores problems or questions for which there are multiple answers or no "best" answer about whether or not school officials can exert control over students' use of social media.</p> <p>Graphic Organizer: Connect#27</p>
<p>Wonder: Determines what information is needed to support the investigation and answer the questions about the difference between the Tinker Standard and Fraser Standard.</p>	<p>Wonder: Analyzes and evaluates what is known to form tentative thesis or hypothesis about how the no prior restraint rule applies to the Hazelwood and Layshock cases.</p> <p>Graphic Organizer: Wonder#12</p>	<p>Wonder: Refines questions to provide a framework for the inquiry about how the Supreme Court determines the limits of students' rights.</p> <p>Graphic Organizer: Wonder#19 and Wonder#20</p>	<p>Wonder: Plans inquiry to systematically test hypothesis about whether or not school officials can exert control over students' use of social media.</p> <p>Graphic Organizer: Wonder#21 and Wonder#22</p>
<p>Investigate: Summarizes information that answers research questions about the difference between the Tinker Standard and Fraser Standard while reading the First Amendment and the case briefs for <i>Tinker v. Des Moines School District</i> and <i>Bethel School District v. Fraser</i>.</p> <p>Graphic Organizer: Investigate#37</p>	<p>Investigate: Uses both facts and opinions responsibly by identifying and verifying them while reading a definition of the term "prior restraint" and the case briefs for <i>Hazelwood v. Kuhlmeier</i> and <i>Layshock v. Hermitage School District</i>.</p> <p>Graphic Organizer: Investigate#71</p>	<p>Investigate: Recognizes the effect of different perspectives and points of view on information while reading the case brief for <i>Morse v. Frederick</i> and Justice Clarence Thomas's concurring opinion as well as additional models of Supreme Court concurring and dissenting opinions.</p> <p>Graphic Organizer: Investigate#76</p>	<p>Investigate: Challenges ideas in text and makes notes of questions to pursue in additional sources while reading about four lower-court cases dealing with the issue of school control over students' use of social media.</p> <p>Graphic Organizer: Investigate#111 and Investigate#112 C3 Resources</p>
<p>Construct: Completes a T-chart on the differences between the Tinker Standard and Fraser Standard.</p>	<p>Construct: Explains in a paragraph the extent to which the Constitution's no prior restraint rule applies to the Hazelwood and Layshock cases.</p>	<p>Construct: Draws clear and appropriate conclusions supported by evidence and examples.</p> <p>Graphic Organizer: Construct#40 and Construct#41</p>	<p>Construct: Presents different perspectives with evidence for each.</p> <p>Graphic Organizer: Construct#46</p>
<p>Express:</p>	<p>Express:</p>	<p>Express: Writes a concurring or a dissenting opinion on <i>Morse v. Frederick</i>.</p>	<p>Express: Develops a claim supported by evidence about school control over social media that answers the supporting question.</p>
<p>Reflect:</p>	<p>Reflect:</p>	<p>Reflect:</p>	<p>Reflect: Records individual experience of the inquiry process with suggestions for future improvements.</p> <p>Graphic Organizer: Reflect#23</p>

Summative Performance Task: Argument: Are students protected by the First Amendment? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical and contemporary sources while acknowledging competing views. **Extension:** Have an informed debate in class about whether students are protected by the First Amendment.