

Kristen DiGiorgio's Winning Entry in the 1 For All First Amendment Challenge

Unit Outcome COMM.2		Law/Ethics Students will define and explain terms/cases relative to journalism law and history. Students will analyze case studies to apply laws and ethics to student media. Students will create a multi-media project exhibiting our rights.	SL. 9-10.2; SL.9-10.4
Components	COMM.2.1	Define terms relative to journalism law (professional journalism and scholastic journalism).	L.11-12.6
	COMM.2.2	Analyze the impact of landmark legal decisions and ethical problems to explain and apply decisions to student production.	RI.9-10.10 RI.11-12.8 RI.11-12.9
	COMM. 2.3	Analyze the impact various ethical situations to explain and apply decisions to student production.	RI.11-12.8 RI.11-12.9
	<i>Vocabulary</i>	<i>First Amendment, censorship, prior review, prior restraint, copyright, libel, slander, invasion of privacy, obscenity, free expression, hate speech, cyber law, social media, limited forum, closed forum, open forum</i>	

Formative Activities:

2.1 Play a matching game regarding journalism law terms.

2.2

a. Complete a 1st Amendment online Scavenger Hunt to identify terminology, laws and situations regarding 1st Amendment rights.

b. Complete “wall walk” of different legal decisions in scholastic journalism, where students have a set of questions they need to discuss after reading the summary of the case.

2.3 Discuss the impact of ethical scenarios via a Socratic Seminar, and apply these concepts to our own staff and production procedures.

Summative project: After discussing terms and major cases, students will have the option to do one of the following alone or in teams:

1. Create a 2:00 VLOG discussing the 1st Amendment Rights and what you need to make sure you do as a student journalist to run a lawful and ethical staff.
Students may choose one of the following but are not limited to:
 - a. Address an issue of a major high school journalism case and how it has affected high school journalism today.
 - b. Address the most commonly abused laws regarding the First Amendment due to the evolution of technology today.

2. Create a Multimedia Story via any multimedia apps (Steller, ThingLink, ScribbleLive, StoreHouse, Timeline JS, Tumult Hype, etc) illustrating the following:
 - a. The importance of 1st Amendment Rights
 - b. How these rights exist in scholastic journalism
 - c. Addressing a commonly abused law in scholastic journalism
 - d. Defend scholastic journalists

3. Create a timeline of the history of journalism law
 - a. You might do this as a video
 - b. You might do this as an infographic
 - c. You might do this using any multimedia app

4. **ADVANCED:** Create a video (using formal capture and editing technique) using at least three sources telling the story and purpose for the First Amendment, and be sure to include what you have learned to either support/defend or correct your sources. Follow our standard Short News Package Format.

1	NAT Sound BRoll	3-5 seconds***include a sound bridge shot 2
2	BRoll	VO (8-10 seconds)
3	interviewee	soundbite (3-7 seconds)
4	BRoll (WMT) (3-7seconds)	soundbite continues
5	BRoll (WMT) (3-7 seconds)	soundbite continues
6	BRoll (WMT) (3-7 seconds)	soundbite continues
7	interviewee	soundbite (3-7 seconds) ***include a sound bridge out of this shot into last NAT Sound BRoll
8	NAT Sound BRoll	3-5 seconds and sign off by giving a conclusion for the feature and signing off by saying "This is (name) reporting for Boiler Media."

- If you have another creative multimedia proposal for this project, simply talk to Ms. DiGiorgio to get it approved.

Rubric

I can create a multimedia project illustrating the history and rights of The First Amendment and how it applies to scholastic journalism today.

Concerns (“Not Yet”) Areas That Need Work	Criteria (“Proficient”) Standards for Performance	Advanced (“Above & Beyond”) Evidence of Exceeding Standard
	I can analyze the impact of landmark legal decisions and how that affects scholastic journalism today.	
	I can apply a standard explanation of terms and cases relevant to scholastic journalism today within my own context.	
	I can properly edit sequence and publish my project to present information and findings with evidence, using a strategic use of digital media appropriate to purpose, audience and task.	

Teacher Feedback: