

Unit Overview

Unit Title	The (Evolution of the) First Amendment in a Digital Landscape
Unit Length	3-5 Lessons (Lessons 4-5 will focus on the performance task)
Grade Level(s)/Subject(s)	8
Unit Overview	<p>Through this unit, students will have an opportunity to analyze the multidimensional nature of the First Amendment and the way it continues to be reshaped and applied in our modern society.</p> <p>Students will have the opportunity to analyze the multidimensional nature of the First Amendment and explore how it is continuously reshaped and applied in our modern society. This unit aims to provide students with a clear understanding of the five fundamental rights protected by the First Amendment and how these rights are expressed in different contexts as shaped by our increasingly digital world. We will analyze the intersection of the First Amendment and Artificial Intelligence using a text resource from the Pulitzer Center to discuss the agency of free expression in an increasingly digitized environment.</p>
Objectives & Outcomes	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● Identify and explain the five fundamental rights protected by the First Amendment ● Understand how these rights apply to various forms of expression, including digital media. ● Analyze the impact of artificial intelligence tools on the First Amendment in the digital landscape using an article reporting on the role of Artificial Intelligence ● Construct and defend their own perspective on the health of the First Amendment in our increasingly digital world ● Create a podcast, news feature article, photojournalism project or artistic representation that conveys the impact of AI on First Amendment rights
Standards	MA HSS Framework Standards 8.T5

	<p>8.T4</p> <ul style="list-style-type: none"> ● 8.T6.4: Building on knowledge from previous years, students should be able to: Compare core documents associated with the protection of individual rights, including the Bill of Rights, the 14th Amendment to the United States Constitution, and Article I of the Massachusetts Constitution. ● 8.T6.5: Building on knowledge from previous years, students should be able to: Explain why the Tenth Amendment to the United States Constitution is important to state government and identify the powers granted to states by the Tenth Amendment and the limits to state government outlined in it. ● 8.T7.1: Building on knowledge from previous years, students should be able to: Explain why freedom of the press was included as a right in the First Amendment to the United States Constitution and in Article 16 of the Massachusetts Constitution; explain that freedom of the press means the right to express and publish views on politics and other topics without government sponsorship, oversight, control, or censorship. <p>RCA-H.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>SLCA.6-8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>PS3: Organize information and data from multiple primary and secondary sources.</p>
<p>Unit Resources (star Pulitzer Center Resources)</p>	<p><i>First Amendment from The Constitution Annotated</i></p> <p><i>"First Amendment," Civics 101 from PBS Learning Media</i></p> <p><i>First Amendment Constitution 101</i> from <i>The National Constitution Center (13:06)</i></p> <p><i>Freedom of the Press Infographic</i> from <i>News/Media Alliance</i></p> <p><i>"How We Can Uphold a Free Press for a Strong Democracy," Facing History & Ourselves</i></p> <p><i>"Freedom of the Press History & Examples What is Freedom of the</i></p>

	<p>Press?" lesson from Study.com</p> <p>Freedom of the Press Infographic from <i>News/Media Alliance</i></p> <p>"How We Can Uphold a Free Press for a Strong Democracy," <i>Facing History & Ourselves</i></p> <p>"Freedom of the Press History & Examples What is Freedom of the Press?" lesson from Study.com</p> <p>Peering Into the Black Box by Arijit Douglas Sen for <i>The Dallas Morning News</i></p> <p>"Tracked: How Colleges Use AI To Monitor Student Protests," <i>Peering Into the Black Box</i> by Arijit Douglas Sen for <i>The Dallas Morning News</i></p>
<p>Performance Task(s)</p>	<p>Students will create a podcast, news feature article, photojournalism project or artistic representation that conveys the impact of AI on First Amendment rights. Students will...</p> <ul style="list-style-type: none"> ● Synthesize their learning in a presentation of learning ● Use information from articles researched and their own findings to convey their understanding of the impact of AI on First Amendment Rights
<p>Assessment/Evaluation</p>	<p>Students will be evaluated with a rubric [.docx][.pdf]</p>

Day 1

Lesson Objectives
<p>Students will...</p> <ul style="list-style-type: none">• Discuss the importance of the First Amendment and its relevance in our society• Investigate the various forms of words protected by the First Amendment• Discover the five fundamental rights protected by the First Amendment
Focus text(s) / resource(s) for today's lesson
<p>First Amendment from The Constitution Annotated</p> <p>"First Amendment." Civics 101 from PBS Learning Media</p> <p>First Amendment Constitution 101 from <i>The National Constitution Center</i> (13:06)</p>
Lesson Materials
<p>First Amendment (text) [.docx][.pdf]</p> <p>First Amendment Infographic [.pdf]</p> <p>First Amendment and AI: Lesson 1 Slide Deck [.pptx][.pdf]</p> <p>First Amendment - Speech & Press Slide Deck (from the National Constitution Center) [.pptx][.pdf]</p> <p>Lesson 1 Exit Ticket [.docx][.pdf]</p> <p>Scratch paper</p>
Lesson / Activities
<p><u>Warm Up:</u> "Imagine that this morning, you arrived at school and were told that starting today, students could only eat foods from the cafeteria. While accommodations would be made for students with food allergies, no outside foods can be brought in for any reason. Usually, you bring some snacks from home to add to the lunch, but this will no longer be allowed. You and your friends are upset about this change, but you aren't sure how to proceed. In civics class... you learned about the Constitution and your rights, but you aren't sure if they apply in this situation. What can you do?"</p> <p><u>Mini-Lesson:</u></p> <ol style="list-style-type: none">1. Background: Remind students that the Bill of Rights was added to the Constitution to ensure that

individual rights were protected.

2. Introduce: The First Amendment (text) [[.docx](#)][[.pdf](#)]
 - a. Distribute scratch paper to students
 - b. Working in groups of 2-3, ask students to identify the rights included in the First Amendment
 - i. Screen the video (1:00) from "[First Amendment](#)," [Civics 101 from PBS Learning Media](#).
 - ii. After watching the video, ask students to clarify what each right protects.
 - iii. Once the 5 rights are identified and defined, ask students to hypothesize what these rights have in common.

Independent Work:

(can be assigned as classwork or homework)

1. Review First Amendment - Speech & Press Slide Deck (from the National Constitution Center) [[.pptx](#)][[.pdf](#)].
2. Ask students:
 - How would these rights apply to your situation with the cafeteria?
 - Can you as a student exercise these rights to state your concerns?
 - Extension: If one of these rights be removed from the First Amendment, would we still have freedom of expression? Why or why not?

Exit Ticket:

Respond: Why are Freedom of Speech and Freedom of the Press so important for self-expression? [[.docx](#)][[.pdf](#)]

Day 2

Lesson Objectives
Students will... <ul style="list-style-type: none">● Examine the role of the press in a democratic society● Investigate the challenges faced by the press in the digital age● Analyze the impact of fake news and media bias on the First Amendment
Focus text(s) / resource(s) for today's lesson
Freedom of the Press Infographic from <i>News/Media Alliance</i> "How We Can Uphold a Free Press for a Strong Democracy." <i>Facing History & Ourselves</i> "Freedom of the Press History & Examples What is Freedom of the Press?" lesson from Study.com Freedom of the Press Infographic from <i>News/Media Alliance</i> "How We Can Uphold a Free Press for a Strong Democracy." <i>Facing History & Ourselves</i> "Freedom of the Press History & Examples What is Freedom of the Press?" lesson from Study.com
Lesson Materials
First Amendment and AI: Lesson 2 Slide Deck [.pptx][.pdf] Notecatcher [.docx][.pdf] Lesson 2 - Exit Ticket [.docx][.pdf]
Lesson / Activities
<u>Warm Up:</u> "Think back to yesterday's scenario about the food changes in the cafeteria. You and your friends have decided that you want to challenge this decision and you decide to bring awareness to this concern into your community. You ask a local reporter to come and interview the students. What rights are you choosing to exercise? How are you using those rights?" <u>Mini-Lesson:</u> <ol style="list-style-type: none">1. Review: The First Amendment2. Briefly discuss the history of free press in America (colonial era to the present) using the Freedom of the Press Infographic pdf

Independent Work:

Share the "[Freedom of the Press History & Examples | What is Freedom of the Press?](#)" lesson from Study.com. Give students 10 minutes to watch the video (5:18) in preparation for the class discussion.

Class Discussion:

Discussion Questions...

- How is news shared or conveyed with people today?
- How do we guarantee the accuracy of information shared in a digital age?
- Are there challenges that may exist for the press when sharing news or information in a digital age?
- Is the press today more or less reliable than the press from the past? Why or why not?

Exit Ticket:

- Why is Freedom of the Press an important piece of a healthy democracy? [[.docx](#)][[.pdf](#)]

Day 3

Lesson Objectives
Students will analyze the impact of artificial intelligence tools on the First Amendment in the digital landscape.
Focus text(s) / resource(s) for today's lesson
Peering Into the Black Box by Arijit Douglas Sen for <i>The Dallas Morning News</i> “ Tracked: How Colleges Use AI To Monitor Student Protests ,” <i>Peering Into the Black Box</i> by Arijit Douglas Sen for <i>The Dallas Morning News</i>
Lesson Materials
First Amendment and AI: Lesson 3 [.pptx] [.pdf] Peering into the Black Box Questions [.docx][.pdf] Lesson 3 Exit Ticket [.docx][.pdf] Computers or devices to access the Pulitzer Center website
Lesson / Activities
<u>Warm Up:</u> <ol style="list-style-type: none">“Are you familiar with the phrase <i>Artificial Intelligence</i>? What comes to mind when you think about the phrase ‘Artificial Intelligence’ or AI? Have you used any platforms that rely on AI? If so, how was AI being used? <i>Hint: if you’ve used predictive text on a Google doc... you’ve used AI!</i>”“In your opinion, do we need to have boundaries for the uses of AI? Why or why not?” <u>Partner Work:</u> <p>In pairs (or groups of 3), have students read through the article “Tracked: How Colleges Use AI To Monitor Student Protests,” and complete the analysis questions on the handout:</p> <ul style="list-style-type: none">• What were the students doing? What rights were they exercising?• How was AI being used in these situations?• In previous lessons, we looked at First Amendment rights to free speech and a free press. Has this article challenged or changed the way you think about free speech and/or a free press? Could this impact our democracy (remember: democracy is based on citizen participation)?• Can you imagine how AI might be used in other ways that can challenge our rights?• Were the events in this article a surprise to you? (Have you heard about stories like these before?) Why or why not? <u>Exit Ticket:</u>

Is AI helping or harming the exercise of our First Amendment rights?

Day 4 & 5

Lesson Objective(s)
Students will... <ul style="list-style-type: none"> • Construct and defend their perspective on the health of the First Amendment in our increasingly digital world • Create a podcast, news feature article, photojournalism project or artistic representation that conveys the impact of AI on First Amendment rights
Focus text(s) / resource(s) for today's lesson
<p>Peering Into the Black Box by Arijit Douglas Sen for <i>The Dallas Morning News</i></p> <p>"Tracked: How Colleges Use AI To Monitor Student Protests," <i>Peering Into the Black Box</i> by Arijit Douglas Sen for <i>The Dallas Morning News</i></p>
Lesson Materials
<p>First Amendment and AI: Lesson 4 [.pptx][.pdf]</p> <p>The First Amendment and Artificial Intelligence Rubric [.docx][.pdf]</p> <p>Performance Task Planning Template [.docx][.pdf]</p> <p>Lesson 4 Exit Ticket [.docx][.pdf]</p> <p>Design materials (paper, art supplies)</p> <p>Computers</p>
Lesson / Activities
<p>Warm Up: Using evidence from lessons 1-3, generate an argument about the health of the First Amendment in our digital world.</p> <ul style="list-style-type: none"> • Sentence frames: (options for fill in: very, somewhat, not) <ul style="list-style-type: none"> → The First Amendment is _____ healthy in our digital world, because... → The First Amendment is _____ healthy in our digital world, but... → The First Amendment is _____ healthy in our digital world, so... <p>Mini-Lesson:</p> <ol style="list-style-type: none"> 1. "Throughout the last few days, we've looked at the meaning of the First Amendment, focusing specifically on Freedom of Speech and Freedom of the Press. We then looked at a story that described how AI has been used by figures of authority for surveillance. As a result, we've begun to think more

critically about the uses of AI and how it impacts the health of our democracy and our First Amendment rights.”

2. Reread the argument written for the warm-up. Working with a group of 2-3 students, create a final claim or argument that can be proven through a media-based presentation.

Classwork:

1. Share the planning document[.docx][.pdf] for their project. Working in groups of 2-3, have students develop a claim for based on their first argument in the warm-up.
 - a. Some **consensus-building** may be needed. Consensus building requires students to create an agreement they all approve.
 - b. Review the organizer.
 - i. Students should have 1-3 pieces of evidence to support their arguments about the health of democracy).
 - ii. Students can use information from the first 3 lessons to support their arguments.

Example: (Evidence) AI is being used to monitor written text. (Reasoning) If AI can be used to monitor certain words, that will change our ability to express ourselves in writing or spoken words. If Americans cannot express themselves freely, our democracy becomes vulnerable.

2. Distribute the rubric to students and review the required elements for the presentation.
3. Discuss how students can express themselves. Students may develop appropriate alternatives if desired.
4. Working in groups of 2-3, hold time for students to construct a media presentation (video, audio, digital, or visual) that illustrates your position on the health of the First Amendment. Students should continue to use the attached project planning guide to develop their projects.
5. Once all projects are complete (1-2 days); showcase all presentations for review in class. After all class presentations, hold a gallery walk for students to identify the project that most strongly resonates with them.

Closing:

1. **Day 4 Exit Ticket:** In your opinion, what has been the impact of Artificial Intelligence on the health of our democracy? Why do you believe that?
2. **Day 5 Exit Ticket:** Students will participate in a gallery walk (day 5) of the projects and identify the presentation that most strongly resonates with them. On their exit ticket, students must explain why that presentation was the most impactful for them.