

LAW REVIEW

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Overview and Rationale

Online journalism comes with some unique legal issues. In this lesson, students review the Student Press Law Center's "Student Media Guide to Internet Law" and educational videos, then create teaching materials to help inform each other about important concepts.

Goals for Understanding

Essential question:

What are legal issues associated with online journalism?

Critical engagement questions:

What online legal issues are we most likely to encounter?

How can we help each other learn about them?

What revisions might be necessary to our social media plan in light of what we have learned about online legal issues?

Overviews and Timeline

Activity 1 (one 50-minute class):

Prior to this activity, the instructor should evaluate the "Student Media Guide to Internet Law" ([part 1](#) and [part 2](#)) and the SPLC's [Vimeo channel](#) to determine which information is most relevant to the class. For example, students may not need to address the parts in the guide that pertain to private schools and colleges. This also will help the instructor to guide students in their choices for the small group activity.

Students will review the "Student Media Guide to Internet Law" (parts 1 and 2) as well as content from the SPLC's Vimeo channel. The instructor then will assign them to small groups (three to four students per group). Groups will develop instructional presentations for the class, with each group taking a different aspect of Internet law. Presentations can be PowerPoints, role-playing exercises, videos, skits, etc. Groups will work on their presentations during down time and/or on their own time (breaks, lunchtime, before/after school) for as long as the instructor deems appropriate.

Activity 2 (one 50-minute class):

Groups will make their presentations. The instructor may want to videotape the presentations for future reference.

Assessment (one 50-minute class):

Led by an editor, students will evaluate their social media plan to see if any revisions are necessary in light of what they have learned (for example, dealing with defamatory or libelous comments on their news organization's Facebook page). Grading will be based on participation in class discussions and small-group work, and on demonstrated ability to analyze situations in a mature, logical fashion.

References/Resources

"Student Media Guide to Internet Law, Parts 1 & 2"

<http://www.splc.org/knowyourrights/legalresearch.asp?id=73>

<http://www.splc.org/knowyourrights/legalresearch.asp?id=76>

Student Press Law Center's Vimeo Channel
<http://vimeo.com/splc/videos/sort:newest>

Note: This lesson was adapted from one originally created for Kent State University's Reporting for Mass Media online course in fall 2010.

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

College and Career Readiness Anchor Standards for Reading (grades 6-12)

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing (grades 6-12)

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

College and Career Readiness Anchor Standards for Speaking and Listening (grades 6-12)

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language (grades 6-12)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.