



Lesson Plan

Mayor Moe and the Lost Chain

Subject(s): Language Arts; Social Studies/Humanities

Grade Level: 3-6

Specific Student Learning Objectives:

- Students will learn that privacy is important because people have a right to dignity.
- Students will explore how a reasonable expectation of privacy depends on where you are.
- Students will discuss whether a limit to privacy is fair.

Enduring Understandings + Big Ideas

- Searching property can reveal a lot about a person.
- Sometimes authorities, including police, need private information.
- Searching individuals can be harmful to basic human dignity.
- Authorities need reasonable grounds (usually specific evidence) to search people and their property.
- Mere curiosity is not a good enough reason to search a person or their property.

Essential Questions

- When do you care about privacy?
- Why might authorities, including police, want to search another person?
- Where should you have a lot of privacy?
- Where shouldn't you have a lot of privacy?
- What's the difference between these places?
- Why might you want privacy even if you've done nothing wrong.

Context: This lesson would be most effective if students have already been introduced to the “Acorn test” that will be reinforced in this lesson plan. If students are not familiar with the Acorn test, an interactive presentation explaining this three-question critical-thinking test is accessible via this link: www.ccla.org/acornstest. This lesson is supported by web resources.

PREAMBLE:

In order for this lesson – or any critical-thinking lesson – to be effective, students must be given clear permission to disagree. Divergent points of view must be encouraged throughout the lesson, so that the issues raised can be fully and meaningfully explored. There are no right answers to these questions, and part of the lesson is to help students understand how challenging and interesting issues of fairness, citizenship and justice can be. Quite aside from adding to the debate, encouraging diversity of opinion and point of view is vital to fostering democratic habits and active citizenship.

Connection for Students: The content of the lesson is linked to democratic citizenship issues and concerns – rights, rules – that students confront every day. In particular, this lesson grapples with the issue of citizens’ right to privacy versus the need for authorities to collect private information. Students may understand the need for privacy, but may have less experience thinking about when it’s fair to give up some of that privacy. This will be introduced in Minds On.

<p>PART 1: Minds On: Activating Prior Knowledge [15 min]</p> <p>What is privacy and why do we need it?</p> <ul style="list-style-type: none"> • Poll the class: <ul style="list-style-type: none"> - <i>Raise your hand if you've ever gotten angry at someone (brother, sister, mom, dad) for snooping through your room/stuff without your permission.</i> - <i>Raise your hand if anyone has gotten angry at <u>you</u> for snooping through their stuff without their permission.</i> • Question: <i>Why do you think people get upset when someone looks through their things without permission?</i> The word "privacy" will likely come up in the discussion. Ask students what they think privacy means, and why it is important to people. • Introduce Word-Wall Words: <ul style="list-style-type: none"> - To Search, Privacy, Dignity, Proof, Embarrassment, Guilt - See Word-Wall Resource in Materials • Question: <i>Is there ever a time when someone should be allowed to search through our private things?</i> • Searching through private things can reveal a lot about a person. Sometimes authorities, including police, need private information. • Group work: With a partner, try to come up with a rule about when someone should be allowed to search our private things. Keep in mind how you felt (or might feel) if someone looked through your most private belongings. Make sure your rule covers the following: <ul style="list-style-type: none"> - Who should be allowed to search? - Where should they be allowed to search? - For what reasons should they be allowed to search? - What kind of permission should they need before they search? - Should the type of permission needed depend on where they are searching (i.e. Should a police officer need permission to search your bedroom? Should they need permission to search your bag before you go into an amusement park?) • Class discussion: Ask the students to share their ideas for the search rule and provide some explanation for their choices. Summarize the main ideas for the search rule on the board. 	<p>Materials</p> <p>Mayor Moe and the Lost Chain Word-Wall Words: http://thatsnotfair.ca/wp-content/uploads/2012/10/TNF-Word-Wall-Mayor-Moes-Lost-Chain1.pdf</p> <p>Pencil and paper, chalkboard</p>
<p>PART 2: Action [30 min]</p> <p>Watch Mayor Moe and the Lost Chain and pause the video at 2 minutes and 40 seconds, right after the announcer says:</p> <p>"Is it reasonable to assume that because Councilor Quackley won't open her bag, she stole [the chain]?"</p> <p>Explain the Corridor of Voices</p> <ul style="list-style-type: none"> • The Corridor of Voices is an action strategy to enable every student to contribute a perspective on an issue. <ul style="list-style-type: none"> - Line up the class in two rows, facing each other, (like this: :::::::::::). This is the 'corridor'. 	<p>Materials</p> <p>AV Equipment Video: "Mayor Moe and the Lost Chain" http://thatsnotfair.ca/mayor-moe-and-the-lost-chain/</p>

<p>Part 2: Action continued:</p> <ul style="list-style-type: none"> - The class will consider the announcer’s question in the video: “Is it reasonable to assume that because Councilor Quackley won’t open her bag, she stole [the chain]?” - The left row must take the perspective that it is fair, and the right side that it isn’t fair. - Select a student to be the Mayor who will walk down the corridor, facing each classmate in turn and hearing each student’s perspective one at a time. (Perspectives should be given in the form: “It’s fair because…” or “It isn’t fair, because…”) - Make sure that each student speaks loudly enough for the whole class to hear. - Students may pass or repeat previous perspectives if they need to. - All students remain in their places for the duration of the exercise, except for the Mayor. - Once the Mayor reaches the end of the corridor and has heard all of the different perspectives, s/he asks the class to take a vote on whether or not they think it is fair to assume Councilor Quackley has stolen the chain. The student acting as Mayor should vote as well. Students may use their Fair/Not Fair voting paddles (see Materials) if they wish. <p>Once the vote has been tallied, watch the video again, this time from beginning to end. Ask the students to vote on whether or not it was fair to search everyone’s bags to find the Mayor’s missing chain.</p> <p>Follow up questions:</p> <ul style="list-style-type: none"> • Ask the students to provide some explanation for why the search was/was not fair (they may wish to point out specific characters to demonstrate how they were affected by the search). • Is finding the chain more important than Councilor Quackley’s privacy? Why or why not? • Would it have been more fair to search everyone’s bags if there was a dangerous snake on the loose instead of just a lost chain? Why or why not? • What else could the Mayor have done to find his missing chain that would not have required him to violate everyone’s right to privacy? • How would you change the search rule you made earlier, if at all? 	<p>Materials</p> <p>Optional: Fair/Not Fair voting paddles printouts (one for each student). Download paddle template here: http://thatsnotfair.ca/wp-content/uploads/2012/11/TNF_voting_paddle.pdf</p>
<p>PART 3: Consolidation and Debrief [10 min]</p> <p>Discussion Questions</p> <ul style="list-style-type: none"> • When might it be fair to give up some of your privacy? • Why might you want privacy even if you’ve done nothing wrong? <p><i>Optional: Close the discussion by saying the following:</i></p> <p>“Tomorrow, I’d like you all to bring in a photo of yourself as a baby in the bathtub so we can post them on the wall and show the whole school! There’s nothing wrong with being a baby in the bathtub, so you have nothing to hide, right? [pause for the class to react]</p> <p>Just Kidding! You have a right to privacy and dignity, and we don’t have any good reason to know what you looked like as a baby in the bathtub. You don’t have to bring the photo.”</p>	<p>Materials</p>
<p>Next Steps – Suggestions:</p> <ul style="list-style-type: none"> • Visit http://thatsnotfair.ca/mayor-moe-and-the-lost-chain-game/ to play the Mayor Moe and the Lost Chain video game. • Continue exploring issues of fairness in your classroom using the rest of the videos, teacher resources and games <ul style="list-style-type: none"> • Next time you hear students say, “That’s not fair,” see if they can apply the Acorn Test to help resolve conflicting viewpoints (http://thatsnotfair.ca/wp-content/uploads/2012/10/Acorn_Test_Anchor_Chart.pdf) 	