

Lesson Plan —The Internet and Constitutional Rights

Course Title: Business Law

Session Title: The Internet and Constitutional Rights

Performance Objective:

- Upon completion of this lesson, the student will be able to understand the jurisdiction and constitutional issues that arises with Internet usage.

Specific Objectives:

- Students will understand the issues of jurisdiction that arise with Internet usage.
- Students will identify the various constitutional issues involved in the use of electronic communication.

Preparation

TEKS Correlations:

This lesson, as published, correlates to the following TEKS. Any changes/alterations to the activities may result in the elimination of any or all of the TEKS listed.

- **120.45(c)(6)(C)**
...relate ethical and social attitudes to changes that occur in the law.
- **120.45(c)(3)(C)**
...investigate laws and regulations resulting from unethical practices.
- **120.45(c)(3)(E)**
...research the ethical implications of legislation resulting from the use of current technology and develop procedural guidelines for implementing appropriate legislation.

Interdisciplinary Correlations:

English:

110.42(b)(6)(A) – Vocabulary Development

...expand vocabulary through wide reading, listening, and discussing.

110.42(b)(6)(B) – Vocabulary Development

...rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary.

110.42(b)(7)(F) – Reading/comprehension

...identify main ideas and their supporting details.

110.42(b)(7)(G) – Reading/comprehension

...summarize texts.

110.42(b)(7)(J) – Reading/comprehension

...read silently with comprehension for a sustained period of time.

Economics:

118.2(c)(8)(B) – Economics

...analyze how financial institutions affect households and businesses.

Accommodations for Learning Differences:

[Lesson Plan/Curriculum Modifications Checklist](#)

[Guidelines and Procedures for Adapting Instructional Materials](#)

[Instructor Format for Curriculum Customization for Learning Differences](#)

[Sample Curriculum Customization for Learning Differences](#)

Teacher Preparation:**References:**

1. Law for Business and Personal Use, Eighteenth Edition, John E. Adamson, Southwestern Cengage Learning
2. USA Today and local newspapers.
3. Television Network Newscasts and the Internet
4. uen.org (State of Utah Business Law Curriculum)

Instructional Aids:

1. "The Internet and Constitutional Rights" PowerPoint Presentation
2. Internet
3. "Internet Legal Issues Timeline" Assignment
4. Rubric for "Internet Legal Issues Timeline" Assignment
5. "Internet PowerPoint" Assignment
6. Rubric for "Internet PowerPoint" Assignment

Materials Needed:

1. Construction paper
2. Scissors and glue
3. Poster board

Equipment Needed:

1. Computers for students to complete projects
2. Projector for PPT

Learner Preparation:

1. Select an article about a controversial topic from the newspaper. Read the article in class and ask students to voice their personal opinions regarding the topic. Ask students to search the Internet for information and opinions that are opposite of the viewpoints expressed in the newspaper. Emphasize how the Internet enhances the free flow of information.
2. Survey the class to determine how many students personally use the Internet each day. Then survey the class to determine if the use of the Internet is for school, current information, games, e-mail, or other reasons. Ask how many students use the Internet to make purchases. Then explain how society has become addicted to using the Internet.

Lesson Plan**Introduction (LSI Quadrant I):**

1. Ask students what are the constitutional issues involved in the use of electronic communication. Freedom of speech and privacy rights are both being challenged by the widespread use of the Internet. Individuals must realize that their Internet communications are not private. E-mails are not private when using company's e-mail system.
2. Ask students if the Internet should be regulated like television or given more freedom like newspapers and magazines. Does the United States have the ability to control what is put on or transferred within the Internet throughout the world? Students should defend their positions.
3. Ask students to create scenarios in which each of the freedoms they enjoy can be pushed too far. Ask students how insulting, intrusive, or disrupting a statement relating to religious icons, races, ethnicities, public figures, emergency situations, etc., can be before the law should step in to control what is being said.



Important Terms for this Lesson:

- Cyberlaw - law that is intended to govern the use of computers in e-commerce and the Internet
- Browser - scanning program that utilizes the attributes of hypertext to allow immediate access to any and all subjects and the background information necessary to comprehend them

Outline

Outline (LSI Quadrant II):

Instructors can use the PowerPoint presentation, slides, handouts, current events, the Internet, and note pages in conjunction with the following outline.

MI	Outline	Notes to Instructor
 	<ol style="list-style-type: none"> I. Who Controls the Internet? <ol style="list-style-type: none"> A. Foundations of Cyberlaw <ol style="list-style-type: none"> 1. law intended to govern the use of computers in e-commerce 2. law to govern the Internet B. The Birth of the Internet <ol style="list-style-type: none"> 1. U.S. Department of Defense laid the groundwork for the Internet in the late 1960s 2. 1980s - National Science Foundation (NSF) built its own network C. The World Wide Web <ol style="list-style-type: none"> 1. 1990 - the Internet was opened up to new users through the creation of hypertext 2. Tim Berners-Lee-developed the World Wide Web (WWW)-making the Internet available to anyone with the use of a 	<p>B Explain to students that over the last 50 years the U.S. Supreme Court has endorsed three different obscenity standards—from a very restrictive national standard prohibiting anything that tended to corrupt morals (pre-1960s), to a very liberal</p>

	<p>computer</p> <p>D. Evolving Legal Issues in Cyber Space</p> <ol style="list-style-type: none"> 1. The Ongoing Issue of Jurisdiction 2. International Jurisdiction 3. Types of Issues <ol style="list-style-type: none"> 1. contracts 2. privacy 3. obscenity 4. defamation 5. security of data 6. trademarks 7. copyrights 8. crimes 	<p>national standard permitting anything with redeeming social value (1960s-early 1970s), to a standards that allowed local governments to define their own obscenity standard as long as it fell within the guideline set by the court.</p> <p>D Ask students to conduct research on illegal copying of music on the Internet and conduct a class discussion about the consequences.</p> <p>D Ask students to research the Child Online Protection Act of 1998. How does this act affect questionable art and literature taught in schools that may be offensive to certain segment of the population?</p>
	<p>II. Internet-Related Constitutional Issues</p> <p>A. Freedom of Speech - basic means of expression (speech, press, religion,</p>	<p>A Explain the fine line between “freedom of</p>

	<p>assembly, and petition)</p> <ol style="list-style-type: none"> 1. Roth v. United States <ol style="list-style-type: none"> a. Obscenity did not have the protection of the First Amendment b. Does the questionable material have any redeeming social importance? 2. Miller v. California - questionable materials were to be judged by the standards of the community affected 3. Communication Decency Act - to control the knowing transmittal of obscene material through the Internet 4. Child Online Protection Act - required commercial sites to use up-to-date methodology to restrict access to their sites containing material harmful to children <p>B. The Right of Privacy</p> <ol style="list-style-type: none"> 1. employee has no true expectation of privacy on a company's e-mail system (personal e-mails are not protected by the right of privacy) 2. spamming (practice of sending unwanted bulk e-mailings to hundreds of thousands of potential customers via the Internet) 	<p>speech” and obscene expression.</p> <p>A Explain how sick individuals share obscene pictures and information using the Internet. The law can confiscate computers in these cases.</p> <p>B The computer at work for personal e-mails is risky business. An employer can fire individuals using the computer inappropriately for personal use at work.</p> <p>Spamming is annoying and frequently leads to computer viruses.</p>
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Copy and paste Multiple Intelligences Graphic in appropriate place in left column.

Verbal Linguistic	Logical Mathematical	Visual Spatial	Musical Rhythmic	Bodily Kinesthetic	Intra- personal	Inter- personal	Naturalist	Existentialist

Application
<p>Guided Practice (LSI Quadrant III): Using the PowerPoint presentation, the teacher will explain the Internet and Constitutional Rights. Split the class into teams that consist of two students. Each team must give an example of how individuals can get into legal trouble using the Internet. Each group will be given 3 minutes to report their information to other students in the class.</p>
<p>Independent Practice (LSI Quadrant III):</p> <ol style="list-style-type: none"> Internet Legal Issues Timeline: Ask students to design an Internet Legal Issues Timeline that covers the four acts/laws covered in Part II of the outline. The timeline should include dates, define the laws/acts, and give several examples for each law. Internet PowerPoint: Split the class into teams with two members. Each team must design a PowerPoint presentation that explains the impact of the Internet in today's business and personal world. The PowerPoint should give examples of good and bad impacts from using the Internet. The presentation should also give examples of laws and regulations that have resulted since the birth of the Internet.
Summary
<p>Review (LSI Quadrants I and IV):</p> <p>Q: What characteristic of the Internet makes exercising legal control over it nearly impossible?</p> <p>A: The decentralization of the Internet makes exercising legal control by current institutions over it nearly impossible.</p> <p>Q: What are the constitutional issues related to use of the Internet?</p> <p>A: The constitutional issues related to Internet use include freedom of speech and the right of privacy.</p> <p>Q: Which court system will hear a case when citizens of the same state sue one another?</p> <p>A: The state courts</p> <p>Q: What act would offer protection to an employer whose employee used the computer system at work to harass his ex-girlfriend?</p> <p>A: Communications Decency Act</p>
Evaluation
<p>Informal Assessment (LSI Quadrant III):</p> <ol style="list-style-type: none"> Instructor will observe students during Independent Practice. Instructor will assist students as needed.
<p>Formal Assessment (LSI Quadrant III, IV): Use the assigned rubric to evaluate the projects assigned for Independent Practice (LSI Quadrant III)</p>
<p>Extension/Enrichment (LSI Quadrant IV):</p> <ol style="list-style-type: none"> Look at the electoral map for the last Presidential election. Frequently

Republicans are described as more conservative and Democrats are described as more liberal. Then take a U.S. map and color-code the states as being more conservative or liberal. The conservative or liberal nature of the states will also be reflected in the state's standard of obscenity.

2. Flash the following words during a PowerPoint presentation: art gallery, museum, university, literature, lyrics to a popular song, peaceful demonstration. Then ask students if any of these activities might be offensive to certain groups. How would the standard of obscenity be determined?

**Business Law - The Internet and Constitutional Rights
Independent Practice Assignment #1
Internet Legal Issues Timeline**

Student Name _____

Design an Internet Legal Issues Timeline that covers the four acts/laws covered in Part II of the outline. The timeline should include dates, define the laws/acts, and give several examples (minimum 8-10 events) for each law.

Timeline: Internet Legal Issues Timeline

Business Law - The Internet and Constitutional Rights Independent Practice Assignment #1 Rubric

Student Name: _____

CATEGORY	20	15	10	5 or less
Content/Facts	Facts were accurate for all events reported on the timeline.	Facts were accurate for almost all events reported on the timeline.	Facts were accurate for most (~75%) of the events reported on the timeline.	Facts were often inaccurate for events reported on the timeline.
Readability	The overall appearance of the timeline is pleasing and easy to read.	The overall appearance of the timeline is somewhat pleasing and easy to read.	The timeline is relatively readable.	The timeline is difficult to read.
Graphics	All graphics are effective and balanced with text use.	All graphics are effective, but there appear to be too few or too many.	Some graphics are effective and their use is balanced with text use.	Several graphics are not effective.
Resources	The timeline contained at least 8-10 events related to the topic being studied.	The timeline contained at least 6-7 events related to the topic being studied.	The timeline contained at least 5 events related to the topic being studied.	The timeline contained fewer than 5 events.
Dates	An accurate, complete date has been included for each event.	An accurate, complete date has been included for almost every event.	An accurate date has been included for almost every event.	Dates are inaccurate and/or missing for several events.

Total Score _____
Maximum 100 Points

Business Law - The Internet and Constitutional Rights
Independent Practice Assignment #2
Internet PowerPoint

Student Name _____
Student Name _____

This assignment will be completed by teams (two students per team). Your team must design a PowerPoint presentation that explains the impact of the Internet in today's business and personal world. The PowerPoint should give examples of good and bad impacts from using the Internet. The presentation should also give examples of laws and regulations that have resulted since the birth of the Internet.

Multimedia Project: Internet PowerPoint

Business Law - The Internet and Constitutional Rights Independent Practice Assignment #2 Rubric

Student Name: _____

CATEGORY	20	15	10	5 or less
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal or there are several factual errors.
Presentation	Well-rehearsed with smooth delivery that holds audience attention.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery not smooth, but able to maintain interest of the audience most of the time.	Delivery not smooth and audience attention often lost.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.
Organization	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.

Total Score _____
Maximum 100 Points