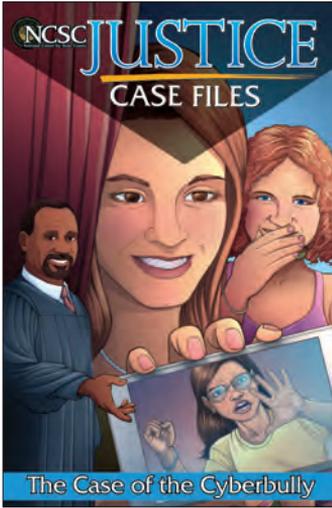


LESSON PLAN FOR EDUCATORS



The Case of the Cyberbully

This novel reinforces concepts in your Social Studies and Government classes.

KEY CONCEPTS

- Due Process
- Cyberbullying
- Magna Carta
- U.S. Constitution
- Rule of Law
- First Amendment
- Social Media and the Law
- History of Bullying Court Cases

OHIO'S LEARNING STANDARDS

Grade 6

Theme: Regions and People of the Eastern Hemisphere

Strand: Government

Topic: Roles and Systems of Government

Content Statement 10: Governments can be categorized as monarchies, theocracies, dictatorships, or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to the limits on governmental authority.

Grade 8

Theme: U.S. Studies from 1492 to 1877: Exploration through Reconstruction

Strand: History

Topic: Historical Thinking and Skills

Content Statement 1: Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

Theme: U.S. Studies from 1492 to 1877: Exploration through Reconstruction

Strand: History

Topic: Colonization to Independence

Content Statement 5: The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.

OHIO'S LEARNING STANDARDS

Grade 8

Theme: U.S. Studies from 1492 to 1877: Exploration through Reconstruction

Strand: History

Topic: Historical Thinking and Skills

Content Statement 21: The U.S. Constitution protects citizens' rights by limiting the powers of government.

High School American Government

Theme: How the American people govern themselves at national, state, and local levels of government. Students can impact issues addressed by local governments through service learning and senior projects.

Topic: Civic Participation and Skills

Content Statement 3: Issues can be analyzed through the critical use of information from public records, surveys, research data, and policy positions of advocacy group.

Theme: How the American people govern themselves at national, state and local levels of government. Students can impact issues addressed by local governments through service learning and senior projects.

Topic: Basic Principles of the U.S. Constitution

Content Statement 5: As the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the U.S. government as a federal republic, including its structure, powers, and relationship with the governed.

PRIMARY SOURCES

- Magna Carta
- U.S. Constitution
- Bill of Rights
- School Handbook/Student Conduct Codes

SUGGESTED WARM-UP ACTIVITIES

Class Discussions

Discussion	Questions	Learning Outcome
<p>1) Conduct a class discussion on the topic of bullying.</p>	<ul style="list-style-type: none"> ➤ Have students ever been bullied (or cyberbullied)? ➤ Have they ever been the bullies, including cyberbullies? Explain why. ➤ How did they feel being the victims of bullying? How did they feel being the bullies? ➤ Is there a difference between “playing around” and bullying? If so, what is the difference? ➤ Did the students who were bullied feel they had any recourse? ➤ When peer-to-peer bullying takes place, is it difficult to take positive action to stop it? If so, why or why not? ➤ Did any of the bullied students take positive action against the bully/bullies? Why or why not? 	<p>Most often, students are bullied by classmates. The classroom discussion will allow students to better understand the effects of bullying and why it may be difficult to take positive action against bullies.</p>
<p>2) Conduct a classroom discussion about rules and laws.</p>	<ul style="list-style-type: none"> ➤ Why do we have rules at our school and laws for our community, state, and country? ➤ What would the school environment be like if there were no school rules? ➤ How would you feel living in a community, state, or country that had very few laws to protect you? ➤ If you lived in a place where there were few rules to protect people, who do you believe would have authority over you? 	<p>Students will understand that without rules and laws, their freedoms are not protected or guaranteed.</p>

READING THE GRAPHIC NOVEL

Students will read the graphic novel and take notes regarding any questions or comments they may have about the reading. The questions and comments can be used as a springboard to a discussion about bullying, the rule of law, and the judicial process.

Assign students to the roles listed below, and read the graphic novel out loud in class. For the portion of the novel that takes place in the courtroom, arrange the classroom like a courtroom.

Characters (15)

- | | | |
|--------------------------------|--------------------------------|---------------------------------|
| ▶ Amber Faulkner | ▶ Girl Student | ▶ Mr. Canterbury (principal) |
| ▶ Madison Jones | ▶ Carter L. (online boyfriend) | ▶ Mr. Windsor (prosecutor) |
| ▶ Lisa King (coach) | ▶ Girl on Screen | ▶ Judge William Blackstone |
| ▶ Mrs. Faulkner | ▶ Girl in Hallway | ▶ Ms. Donabo (defense attorney) |
| ▶ Dr. Langton (civics teacher) | ▶ Officer Edward Denning | |
| ▶ James | | |

SUGGESTED DISCUSSION QUESTIONS

(Not all questions may be appropriate for all grade levels or courses of study)

- ▶ Madison hit Amber with the volleyball, an act of bullying. Is there reason to believe that Madison has bullied others?
- ▶ Coach King referred to Madison as a “joker” and ordered her to run laps. Do you believe the coach found it difficult to tell the difference between “joking around” and actual bullying? Is there a difference? If so, explain.
- ▶ Like Amber, have you ever visited a teen website? Why or why not? If so, what were your experiences with the sites visited? What are the dangers of chatting with seen or unseen people on the Internet?
- ▶ Dr. Langton discussed due process in her civics class. What is due process, and how does it protect you?
- ▶ Amber was using her cell phone in class. How was she affected by due process?” How did due process affect James?
- ▶ Amber was the victim of cyberbullying. Was her reaction to Madison appropriate? Explain how you would have reacted to Madison and her cyberbullying.

SUGGESTED DISCUSSION QUESTIONS

(Not all questions may be appropriate for all grade levels or courses of study)

- Officer Denning sent Amber to the office for the conflict in the hallway. Why did he decide to investigate further after talking with Amber?
- Amber was at first reluctant to prosecute Madison for the cyberbullying. Why was she reluctant? How would you have responded? Amber also said, “I feel guilty about this.” Why do you think she felt guilty?
- Why was Madison’s trial held in the Surry County Juvenile Court?
- Ms. Donabo, the defense attorney, maintained Madison’s actions were just a prank and the situation should have been dealt with at the school, which has a policy against cyberbullying. Do you agree or disagree with her argument?
- Ms. Donabo argued that Madison used only words, and that her freedom of speech is protected by the First Amendment. Do you agree or disagree with Ms. Donabo?
- Mr. Windsor, the prosecuting attorney, argued that the volleyball incident at school was not handled appropriately at the school. Do you agree or disagree with his argument? If the volleyball incident had been dealt with at school, do you believe the cyberbullying would have been avoided?
- After reviewing your own school’s policy against harassment, intimidation, and bullying, what do you think would have happened if the events in the graphic novel had taken place in your school?
- Coach King maintains that “girls will be girls.” What does she mean? Is it a valid argument?
- Madison is a National Honor Society member, an outstanding athlete, and admittedly “not a bad person.” Are all bullies bad people? Can you offer an explanation for Madison’s actions?
- Madison maintained that the cyberbullying “got out of hand” for one reason — her friends found it hilarious. Do you believe her friends should also be held responsible for the cyberbullying of Amber? Why or why not?
- Madison was found “guilty beyond reasonable doubt” of violating the state’s cyberbullying laws. Explain “beyond reasonable doubt.”
- Do you believe six months probation and 200 hours of community service is a just punishment for Madison? Why or why not?
- Judge Blackstone told Madison, “If there are no further incidents, this adjudication will be expunged from your record when you turn 18.” What does it mean to “be expunged from your record” and do you believe it is a fair legal practice?

ADDITIONAL QUESTIONS/ACTIVITIES

- Have students research the events that led to the signing of the Magna Carta. What rights were the barons, churchmen, and knights demanding from King John? Why are those rights important to us today?
- Discuss how political leaders can be “bullies.” Ask students to identify leaders from history whom they consider to be bullies and why.
- Referring to **pages 22-23** of *The Case of the Cyberbully*, have students answer the following question: **How does rule of law help Americans stand up to bullies?**
- Referring to **pages 22-23**, ask students to identify the historical documents that support the rule of law.
- Using **page 21**, review with students the following:
 - Due Process
 - Protection Against Unlawful Imprisonment
 - Trial by Jury
- Ask students to research Matthew Homyk, a 14 year old from Brunswick, Ohio. What were the circumstances that surrounded his suicide?
- Ask students to research Megan Meier and Tyler Clementi, both of whom committed suicide as a result of cyberbullying. What laws were enacted as a result of each case?

Document-Based Questions

Using their school handbook or conduct codes, ask students to identify their school’s/school district’s anti-bullying policies.

Fun Fact Question: What is the relationship between the name of the Runnymede High School and King John signing the Magna Carta in 1215?

Summary Activity

Place the following terms on the board and ask students to prepare a written or verbal summary of *Justice Case Files #5: The Case of the Cyberbully* that contains all of these words.

- Due Process
- U.S. Constitution
- Social Media
- Cyberbullying
- Rule of Law
- Bullying
- Magna Carta
- First Amendment

NOTE: Terms can be added or deleted depending on the grade level and course of study.

EXTENDED LEARNING

Legal Cases Related to Bullying

In Re: E.P., 8th Dist. Cuyahoga No. 96602, 2011-Ohio-5829

In a juvenile case, a civil protection order will be issued only when there is danger to a victim of future harm. One fight on a bus is not sufficient to find a threat of future harm.

S.J.W. v. Lee's Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)

Racist, sexist, and degrading remarks, in some cases naming fellow students, were not protected free speech and caused a substantial disruption to the school day. The school district's decision to move the students who posted the remarks to another school was supported.

In Re: J.H., 10th Dist. Franklin No. 13AP-70, 2013-Ohio-3833

Grant of civil protection order upheld where threats via Twitter and texts from one high school girl to another continued after the threatening student had been disciplined.

ADDITIONAL RESOURCES

Cyberbullying Research Center

<https://cyberbullying.org/bullying-laws/ohio>

LawWriter

Ohio Revised Code 2917.21 Telecommunications Harassment
codes.ohio.gov/orc/2917.21v1

Megan Meier Foundation

Cyber Bullying Resources

www.meganmeierfoundation.org/cyberbullying.html

State Board of Education

Anti-Harassment, Anti-Intimidation or Anti-bullying Model Policy

<http://education.ohio.gov/getattachment/Topics/Other-Resources/School-Safety/School-Safety-Resources/Anti-Harassment-Intimidation-and-Bullying-Model-Po/Anti-HIB-Model-Policy-FINAL-update-incl-HB116-100912.pdf>

University of Toledo Anti-Bullying Task Force

www.utoledo.edu/tlc/bully

U.S. Department of Health & Human Services

www.stopbullying.gov

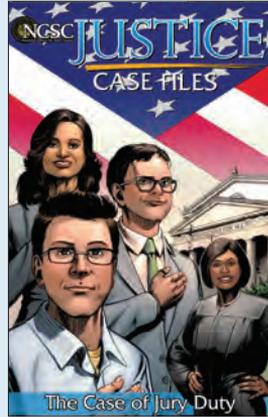
JUSTICE CASE FILES

A New Civic Education Program

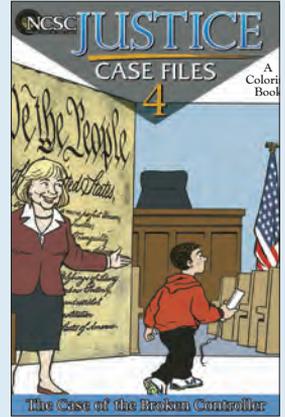
The National Center for State Courts is proud to present **Justice Case Files**, a series of graphic novels designed to engage students while providing insight into how judges make decisions and why courts are so important to a democratic society. Using topics familiar to students, such as cyberbullying, underage drinking, and language barriers, each novel focuses on key concepts related to the courts, including the U.S. Constitution, the difference between civil and criminal cases, and historic documents like the Magna Carta.

Chief Justice Maureen O'Connor of the Supreme Court of Ohio is proud to make these novels available to all Ohio educators who would like to use them in their classrooms. Lesson plans that align with Ohio's curriculum standards are included. The Court will also help match educators with local judges or attorneys who are willing to visit classrooms to discuss the concepts in the graphic novels and to reinforce the importance of the courts, the rule of law, and good citizenship.

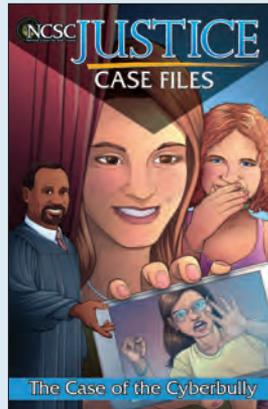
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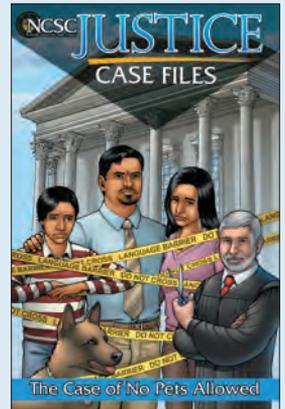
The Case of Jury Duty



The Case of the Broken Controller



The Case of the Cyberbully



The Case of No Pets Allowed

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