



Word	Simple definition
<b>bandwidth</b> (n.)	The capacity of a computer network to send and receive information <i>Streaming a movie or music video uses a lot more <b>bandwidth</b> than accessing an article or text message.</i>
<b>consumer</b> (n.)	A person who buys goods and services <i>The price for internet service may increase for some <b>consumers</b> if net neutrality is reversed. On the other hand, broadband may become more widely available.</i>
<b>content</b> (n.)	Specific subject matter, often refers to material on a website <i>The <b>content</b> on YouTube includes videos created by celebrities and ordinary people.</i>
<b>dispute</b> (v.)	To argue about something <i>Ajit Pai says that rolling back net neutrality won't affect access to the internet, but others <b>dispute</b> his claim.</i>
<b>neutrality</b> (n.)	Not supporting or favoring one side or another, the act of being neutral <i>Net <b>neutrality</b> means that internet service providers don't favor one website over another when it comes to making sure customers can access that site.</i>

## Investigate

- **Discuss** the quick-write prompt to gauge how students view internet service. If it doesn't come up during discussion, explain the difference between a public utility like electricity and water, and a service like a gym membership. When you pay PG&E, you get the same electricity as everyone else. When you join a gym, how much you pay depends on many factors, and the more you pay, the better gym you get.
  
- **Explain** the policy of net neutrality: currently, the internet is governed as a public utility. When you pay for internet service, all web content from Netflix to your school's website is delivered in the same way. It's just like electricity, which comes to a studio apartment the same way it gets to the biggest mansion in town.
  - For more background on net neutrality, watch the first 1:30 of [Net Neutrality Explained](#) from *The New York Times*. Older students may also enjoy Stephen Colbert's recent segment [Explaining Net Neutrality is Easier on a Giant Roller Coaster](#) (3:58). (**Note:** *This video makes a passing reference to online pornography.*)
  
- **Check for understanding** : Ask a few students to define net neutrality in their own words. Then ask, what is the advantage of net neutrality? What problems could this policy cause?

- **Make** a pro/con T-chart labeled “Net Neutrality.” On one side list the pros of the policy discussed so far (i.e. customers have the same access to every website, big or small). On the other side, list possible problems students may have mentioned during the check for understanding. Put a question mark by any T-chart item not yet supported by evidence.
- **Explain** to students that the policy of net neutrality is scheduled to be rolled back by the Federal Communications Commission, which is a five-person board in charge of regulating all public communication channels, including the internet.
- As a class or in small groups, students read about the proposed changes to net neutrality and possible outcomes in [The Lowdown post](#). As they read, students should continue to list arguments in favor (pro) or against (con) the policy of net neutrality.
- **Check for understanding after reading:** Ask students for further pro or con arguments around net neutrality and add them to the T-chart.
- **Transition to the Make and Share:** Tell students they will have a chance to share their thoughts on this issue in the comments section of The Lowdown. The first time they comment, students must sign in to [Disqus](#), a free discussion app embedded in The Lowdown.
  - To sign in to [Disqus](#), click the “Comments” button at the bottom of the post.
  - Click the blue “Get Started” button in the gray “Welcome to Disqus” box.
  - Students will need to enter a username. We recommend first name, last initial.
  - After signing in for the first time, students must verify their email address before commenting. A verification email will appear in their inbox once they sign in to Disqus.

## Make and share

- Students write a response to the question: Do you think the FCC should continue the policy of net neutrality, or should this policy be reversed? Why or why not?
  - Responses should be supported by evidence from the video and [The Lowdown post](#).
  - Encourage students to reply to other comments after posting their response. Remind them to use evidence to support their claims and respectful language when responding.
- If needed, students can use this model as a starting point:
  - Model: *I think net neutrality should be \_\_\_\_\_ because \_\_\_\_\_. I think this because \_\_\_\_\_ (Students include 2-3 examples to support their opinion.)*

## Assessment/reflection

- Students reflect on what they have learned either through a class discussion or in writing:
  - What have you learned about net neutrality? Did your opinion change or stay the same as you learned more about the issue?

- o What was it like to post your responses publically and reply to other posts? What did you learn from other students? What do you hope they learned from you?

*Circle chats, small-group discussions and [think-pair-share](#) provide a safer space for students to practice speaking and listening, and also boost participation during whole-class discussions.*

### Extension/homework

**Write/speak locally:** Students turn their opinions about this issue into a letter, short speech or presentation, then research ways to make their voice heard in their community. (Example: Speaking during the public comment section of a city council meeting, posting on an online forum, etc.) For a list of how to contact local officials in your area, check out [KQED Learning’s Local Election Toolkit](#).

### Common Core standards

<a href="#">CCSS.ELA-Literacy.CCRA.R.1</a>	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.
<a href="#">CCSS.ELA-Literacy.CCRA.R.7</a>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<a href="#">CCSS.ELA-Literacy.W1</a>	Write arguments to support claims with clear reasons and relevant evidence.
<a href="#">D2.Civ.13.6-8</a>	Analyze the purposes, implementation and consequence of public policies in multiple settings.