University of Mary Division of Education

Lesson Plan Format

**Grade Level: 12**

**Subject(s) Area: US Government**

**Materials Needed:**

* Regular class materials (notebook, writing utensil, notes from previous class)

**Standards:**

* 9-12 4.5 Analyze historical and contemporary examples of civil liberties and civil rights in the U.S
* 9-12 1.2 Interpret and evaluate documents (e.g., primary and secondary sources, fact, fiction, or opinion) to enhance the understanding of social studies content.
* 9-12 4.3 Analyze the content and context of documents, events, and organizations that influenced and established the United States (e.g., Magna Carta; English common law; Petition of Right; English Bill of Rights; 1st and 2nd Continental Congresses; Common Sense; Declaration of Independence, American Revolution Articles of Confederation; Constitutional Convention; Federalist Papers, Anti- Federalist Papers; U.S. Constitution, Bill of Rights)

**Objectives:**

* Students will explain the importance of the First Amendment
* Students will be able to analyze current events involving first amendment rights
* Students will be able to identify the different ways that the First Amendment protects peoples’ rights
* Students will be able to relate the topics covered in the Bill of Rights unit to current events

**Learning Activities:**

* Start with a round robin discussion on the First Amendment. Prompt the students to discuss how it affects them, and the larger communities they live in (Town, State, United States). Make sure students mention the main protections the First Amendment provides (Freedom of Speech, Freedom of Religion, Freedom of Press). 5 minutes
	+ What are the rights that the First Amendment protects?
	+ Can anyone give an example of a First Amendment issue in our school or community?
	+ What are some actions that the First Amendment might not protect?
* Put students in groups of 4-5 (*heterogeneously)* and assign one of the 4 current event articlesto each group. Tell the students that each person will be responsible for turning in notes from their discussion, these can be done in bullet point format. Have the students write down the name of the article and main issue, and at least 3 bullet points from their discussion. While the students are discussing listen in on the groups, if needed prompt them with questions such as: Should this action or group be protected? Why or why not? Is this action infringing on other peoples’ rights? (10-15 minutes to read and discuss in the group)
* Have each group present a summary of the article they discussed to the class and have a discussion on how the issue in the article relates to the First amendment. Are the parties involved truly protected? Where is the line drawn on these people’s rights in this case? Also refer to the questions that are written in on the articles if needed to further prompt the students’ discussions if needed. (5-7 minutes per group)
* If there is time at the end, have students pair and share with a neighbor about what they found most interesting from the class. What was the most interesting current event for them?

**Assessment:**

**Bill of Rights Group Presentation**

In this assignment, you and your group will be reporting on a current event related to the Bill of Rights. As a group you will find an article from a credible news outlet, summarize the issue in the article, find at least two past court cases that address the same amendment, and create an action plan to address the issue. It is up to you as a group to determine what role each member will have. The final presentation is to be no shorter than 12 minutes, and no longer than 20 minutes. You will find a rubric attached with details on what each section will require.

* The purpose of this assessment is to have students apply the skills that were demonstrated and used in the First Amendment lesson to other Amendments from the Bill of Rights
* This Project will be assigned the day after the First Amendment lesson
* Hand out the rubric before explaining the instructions
* Let the students know that we will have one in class work day, either in the computer lab or with laptops in the room, two days before the presentation
	+ Explain that research should be divided among the group members and done individually so that they can build the presentation on the in class work day
* This assignment will be due one week from the day it is assigned
* Remind them that on group projects there will be an overall group grade, but that their individual grade will be impacted if they do not contribute (Explain that the Presentation portion of the rubric will be the part that affects their individual grades, and as long as they participate fully, their grade will not drop because of their group members)

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|  | **1 (Incomplete, Novice)** | **2** **(Novice)** | **3** **(Nearing Proficient)** | **4 (Proficient)** | **5 (Exemplary)** |
| **Article** | Article chosen is not related to the bill of rights | Article chosen talks about the bill of rights, but does not address a specific amendment | Article chosen is loosely related to the bill of rights, and it is not clearly stated which amendment is being addressed | Article chosen is related to the bill of rights, but it is not stated which amendment the article is addressing | Article chosen is clearly related to the Bill of Rights & students identify the amendment being addressed |
| **Past Court Cases** | No past court cases are presented | One past court case is presented, but is not summarized | At least one court case is presented, but is not clearly related to the same amendment | Two court cases that are related to the same amendment are presented, but only partially or inaccurately summarized | Students present two past court cases that deal with the same amendment & accurately summarize the outcome of the case |
| **Action Plan** | No plan for how to address the issue in the article is presented | The students provide opinions on the issue, but no real action plan to address it | The students provide an action plan, but they do not cite evidence from the cases or article | The students cite either the article or the cases when developing an action plan | The students cite both the article and each court case to create an action plan to solve the problem presented by the article |
| **Presentation** | The presentation was incomplete; the presentation did not include any form of aides | One or more of the students did not participate; the presentation did not include a visual aid and was more than three minutes off the time limit | Each student minimally participated; the presentation included 1 visual aid and lasted within 3 minutes of the 12-20 minute time limit | Each student participated; the presentation included 1 visual aid and was within 1 minute 30 seconds of the 12-20 minute time limit | Each student in the group actively participated; the presentation includes 1 visual aid and lasted 12-20 minutes |