

Lesson Plan: Bill of Rights – Lesson 1 “Introducing Citizens’ Rights and Responsibilities”

Lesson Overview

Topic	Lesson Information
Lesson Title:	Bill of Rights – Lesson 1 - Introducing Citizens’ Rights and Responsibilities
Lesson Author:	Jonathan Edwards / Caryl Unseld
Date Created:	03/2022
Lesson Timeframe:	1.5 hours
Content Area(s):	English / Language Arts; Social Studies
General Topics/Skills Covered:	English / Language Arts <ul style="list-style-type: none"> • Reading <ul style="list-style-type: none"> ○ Citing evidence from a text • Writing <ul style="list-style-type: none"> ○ Writing explanatory text Social Studies <ul style="list-style-type: none"> • Civics / Government / American History <ul style="list-style-type: none"> ○ Rights and Responsibilities of Citizens
NRS Level(s):	4
Prerequisite Skills:	Click or tap here to enter text.

PA Foundation Skills

Standards / Skills	Standards and Skills Addressed in the Lesson
College and Career Readiness Standards (CCRS):	Reading Anchor 1, Level D: Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1) Writing Anchor 2, Level D: Write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
English Language Proficiency Standards (ELPS) (if applicable):	N/A

Standards / Skills	Standards and Skills Addressed in the Lesson
<u>Standards for Mathematical Practice</u> (if applicable):	N/A
<u>Transferable Skills:</u>	Using Information: 4.3 Analyzes information. 4.4 Communicates information securely and effectively to others.
<u>Digital Literacy Skills:</u>	Basic Computer and Mobile 1.3 Adapts to new software

Objectives, Materials, Vocabulary, and Culturally Responsive Teaching

Topic	Your Objectives, Materials, Vocabulary, and Culturally Responsive Teaching	Tips/Questions to Consider
Lesson Objective(s):	The students will be able to identify at least 3 rights and 3 responsibilities of American citizens from a text and write two paragraphs explaining them.	<ul style="list-style-type: none"> • Check it with SMART. (Is it Specific, Measurable, Achievable, Relevant, and Timely?)
Texts, Materials, Resources:	“U.S. citizens’ rights and responsibilities” https://newsela.com/read/us-citizens-rights-and-responsibilities/id/31112/?collection_id=2000000398 940 Lexile Level (This can be adjusted.)	<ul style="list-style-type: none"> • Are the recommended texts at the appropriate complexity levels, relevant to adult learners, culturally responsive, and useful for building knowledge and achieving the objectives?
Lesson Vocabulary:	<ul style="list-style-type: none"> • Right (noun) – “Something to which one has a just claim.” • Responsibility – “Something for which one is responsible, or has a duty.” • Citizen – “A native or naturalized person who owes allegiance to a government and is entitled to protection from it.” • Civic – “Of or relating to a citizen, a city, citizenship, or community affairs.” • Oath – “A promise to do something or be truthful.” • Democratic – “Relating to a government in which the people have power.” (Distinguish this from the political party of the same name.) 	<ul style="list-style-type: none"> • Include 5 -10 vocabulary terms. • Include instructional strategies below for teaching the vocabulary.

Topic	Your Objectives, Materials, Vocabulary, and Culturally Responsive Teaching	Tips/Questions to Consider
Target Grammar/Language Forms (for ESL, if applicable):	N/A	<ul style="list-style-type: none"> • Include new grammar, or language forms, that is relevant to the context of the lesson. • Include new or unfamiliar grammar or language forms found in the text used for the lesson.
Culturally Responsive Teaching Notes:	The lesson focuses on individual rights in the U.S. Learners will have the opportunity throughout the line of inquiry to explore their rights, the basis of their rights, and possible infringements of their rights.	<ul style="list-style-type: none"> • Is it evident that students will connect content to their own lives and to what they already know? • Do the student resources regularly include authors, images, and ideas from a range of racial, cultural, linguistic, gender, and (dis)ability representations and backgrounds, especially those of our students? • Do cultural representations and varied perspectives seem to be fair and accurate? Are stereotypes avoided?

Instructional Activities

Topic	Lesson Information	Tips/Questions to Consider
Lesson Introduction:	Introduction (15 minutes) 1. Begin by asking the learners to take a moment and create a list of rights they believe they have as citizens or residents of the United States.	<ul style="list-style-type: none"> • Explain how the lesson objectives will be shared with learners. • Make connections to learners' goals and prior and future lessons.

Topic	Lesson Information	Tips/Questions to Consider
	<ol style="list-style-type: none"> 2. After giving them a few minutes to think and create this list, ask them to take turns sharing things from their list. Either have the learners come write their responses on the board, or the instructor can write them as they share. If using a remote platform for instruction, responses could be shared in the chat, or on Google Jamboard using sticky notes. (If using Jamboard for the first time, learners may need some instruction on how to use it.) 3. After the learners share their responses, the instructor should explain that the next few lessons will focus on answering the question, “What rights do citizens have in the United States?” However, the skills each lesson will focus on will be different. Today, the skills we will focus on are identifying and using information from texts to write explanatory texts, which are texts that explain something. The learners’ goals for the day are identifying rights and responsibilities of citizens from a text we will be reading, and writing an explanation of these rights and responsibilities. At the end of the lesson, we will check to see what progress you’ve made toward these goals. 4. The instructor should then take a few minutes to introduce the vocabulary terms for the lesson. The instructor should present them on a Powerpoint slide, or other mode of displaying them, and explain the definitions. The learners should then individually complete the following sentences and write their responses: <ol style="list-style-type: none"> a. No one has the <u>right</u> to... b. As a learner in this class, it is my <u>responsibility</u> to... 	

Topic	Lesson Information	Tips/Questions to Consider
	<p>c. A <u>citizen</u> of a country should...</p> <p>d. A situation when one has to take an <u>oath</u> is...</p> <p>e. In a <u>democratic</u> government...</p> <p>After the students have written their sentences, they should share some of their responses out loud with the whole class.</p>	
<p>Lesson Body:</p> <ul style="list-style-type: none"> • Direct Instruction • Guided Practice • Independent Practice 	<p>Direct Instruction (15 minutes)</p> <ol style="list-style-type: none"> 1. The instructor should introduce the text for the lesson, “U.S. citizens’ rights and responsibilities” and explain that it is divided into three parts, each of which we will read closely to identify important information and evidence that we can use in our writing activity. <ol style="list-style-type: none"> a. This text can be printed and handed to the learners, or the learners can access it through the Newsela website. If accommodations are needed for multi-level classes, the instructor can adjust the reading level or tell the learners to adjust the reading level on Newsela. A read-aloud option is also available on the website. 2. Using the first two paragraphs of the text, the instructor should model how to read a text, identify the main idea, and highlight important details. To do this, the instructor should read aloud the first paragraph modeling good fluency, and then talk through their thinking process to identify the main idea. The main idea will vary if using various reading levels available on Newsela. For the article at the 940 Lexile level, the main idea is: “To protect our democracy, all citizens should know what rights they have and apply them.” The instructor should then demonstrate marking up the text, 	<ul style="list-style-type: none"> • Provide enough detail that another instructor could teach this lesson based on the information in this lesson plan. • Include how the students will be grouped, approximate timeframes for each activity, and how technology will be integrated. • Describe how and where in the lesson sequence, the instructor will model the target skills and/or tasks for the learners.

Topic	Lesson Information	Tips/Questions to Consider
	<p>such as highlighting or underlining the main idea and any other important details, such as answers to the 5 W questions (who, when, where, what, why?).</p> <ol style="list-style-type: none"> a. This can be done using tools in Adobe, if using a pdf of the article, or the “Annotate” feature in Zoom. If teaching in-person, the instructors can project the article on the board to do this. <ol style="list-style-type: none"> 3. The instructor should proceed to the second paragraph and do the same thing as with the first. 4. The instructor should then demonstrate how to write a short summary of the first two paragraphs. Using the 5 W’s, the instructor should write 1-2 sentences summarizing the paragraphs, thinking out loud as they do so to model it for the learners. <ol style="list-style-type: none"> a. The instructor can write this summary on the board, or type it in Word or Google Docs. b. An example of the summary is: “For 200 years [when] Citizens [who] in the United States [where] have had important rights and responsibilities [what], which they should know and practice [why].” <p>Guided Practice (30 minutes – 20 min. in groups; 10 min. sharing)</p> <ol style="list-style-type: none"> 1. The instructor should explain that we are now going to work together to do the same thing with the second section of the text on “Rights of a Citizen.” <ol style="list-style-type: none"> a. Depending on the number of learners, this Guided Practice section of the lesson can be done as a whole group if 5 or fewer learners, or in small groups of 3 	

Topic	Lesson Information	Tips/Questions to Consider
	<p>learners, if 6 or more learners present. If doing small groups, the instructors should split their time between the groups to offer support. If teaching remotely and using small groups, breakout rooms can be used in Zoom.</p> <ol style="list-style-type: none"> 2. The learners should take turns reading sections of the text aloud, and after each section should discuss it as a group and identify any important information that should be highlighted. They should be reminded to think about the 5 W questions. 3. After reading the entire “Rights of a Citizen” section, the group should work together to write a short summary of the section. <ol style="list-style-type: none"> a. Learners may need additional guidance from the instructor when writing this summary, such as talking about how to start the summary or providing sentence starters, such as, “Citizens in the United States have many rights. These include...” Learners should be reminded to consider the 5 Ws when writing their summary, including the “why.” The instructor can prompt this by asking, “why are these rights important?” 4. After the summaries are complete, a representative from each group should read the summaries aloud to the whole class. <ol style="list-style-type: none"> a. The instructor should point out strengths in the summaries, such as the use of the 5 Ws, as well as talk about any differences between them. The 	

Topic	Lesson Information	Tips/Questions to Consider
	<p>instructor can ask groups to explain why they chose to include certain things and leave out others. There is not necessarily a right or wrong answer to a question like this, but it encourages deeper thinking and discussion.</p> <p>Independent Practice (20 minutes)</p> <ol style="list-style-type: none"> 1. The learners will now work independently to read the final section of the text, "Responsibilities of a Citizen," highlight important points, and write a paragraph summarizing it. <ol style="list-style-type: none"> a. The instructor should be available to answer questions or provide support as needed, but learners should be given space and time to complete this task independently. 2. After learners have completed their summaries, volunteers can read theirs aloud. 3. The instructor should collect the paragraphs and provide feedback on them, either during the class (if there is time), or before the next class period. 	
<p>Differentiation:</p>	<ul style="list-style-type: none"> • Newsela article is available at 5 different reading levels. • "Read aloud" of article is available on Newsela. • Pre-teaching of important vocabulary. • Teach will model fluency by reading text aloud. • Learners will highlight and annotate texts. • Sentence starters provided for writing. 	<ul style="list-style-type: none"> • How can you and/or other teachers adapt this lesson to support learners with varying levels or needs (e.g., texts at different levels, broad topics, or compelling tasks that allow teacher/student flexibility)? • What kinds of choices are students able to make within the lesson plan (e.g., text selection, project topics, or products)?

Topic	Lesson Information	Tips/Questions to Consider
<p>Digital Literacy Integration:</p>	<p>Options are included in the lesson for digital literacy integration, including the use of Zoom features, Google Jamboard, and Newsela.</p>	<ul style="list-style-type: none"> • Are sufficient instructions given to students around the use of digital tools, and is sufficient time provided to practice using the tools? • Do students use digital tools to create and present products (e.g., papers, presentations, graphics)? • Are students provided with an opportunity to select and use appropriate technology to solve problems in class?
<p>Lesson Conclusion:</p>	<p>Conclusion (10 minutes)</p> <ol style="list-style-type: none"> 1. The instructor should ask learners about how they felt they did with the lesson’s goals: Identifying rights and responsibilities of citizens from a text and writing an explanation of these rights and responsibilities. <ol style="list-style-type: none"> a. Learners can share their feeling verbally, with a poll in Zoom, or using green, yellow, and red cards on their desks (green is good, yellow is unsure, red is not good). b. For learners who are not feeling comfortable with the skill of writing the summary, additional practice opportunities should be provided, such as asking them to read another article, or portion of an article from Newsela and practice writing a summary. 2. The instructor should explain that in the next lesson we will be taking a closer look at the part of the U.S. Constitution that lists citizens’ rights, which is called the Bill of Rights. 3. Learners should be asked to pay attention to real-world examples of citizens’ rights and responsibilities that they 	<ul style="list-style-type: none"> • Review lesson objectives. • Provide an opportunity for student reflection. • Connect to prior and future learning.

Topic	Lesson Information	Tips/Questions to Consider
	<p>experience or read about or see online or on television. They can share these at the beginning of the next lesson.</p> <p>4. Finally, to assess the students' knowledge of the lesson's topic, they should complete an exit ticket which asks them to list 3 rights and 3 responsibilities of American citizens.</p> <p>5. These can be on paper, if in-person, or using an online tool, such as chat in Zoom. If using the Zoom chat, ask the students to type their list, but not send it until everyone is ready. They can then all click send at the same time so that they don't see each other's answers while they are working.</p>	
Assessment:	<p>Formative:</p> <ul style="list-style-type: none"> • One-paragraph written summary with group <p>Summative:</p> <ul style="list-style-type: none"> • One-paragraph written summary independently • Exit ticket 	<ul style="list-style-type: none"> • Describe the ongoing formative assessments that will be used to check learners' progress toward the lesson objectives. • Describe the cumulative assessments that will measure the extent to which learners met the lesson objectives.
Lesson Extension, Homework:	<ul style="list-style-type: none"> • Look for examples of citizens' rights and responsibilities in your experiences and in what you read and watch. Be prepared to share at least one example at the beginning of the next lesson. 	<ul style="list-style-type: none"> • Include opportunities for learners to practice skills outside of class time.
Lesson Extension, Additional Enrichment/Practice Opportunities:	<ul style="list-style-type: none"> • For additional practice, learners can access the article, "How Government Works: What is citizenship?" (https://newsela.com/read/elem-govt-citizenship/id/29473/) and can practice writing summaries of sections of the text. 	<ul style="list-style-type: none"> • Include opportunities for learners to extend their learning through additional resources (print and online), readings, and practice of skills.

Instructor Reflection Before the Lesson

Instructor Reflection Questions (to be completed before teaching the lesson):

- Are the relevant CCRS Key Shifts addressed in the lesson (ELA – Text Complexity, Evidence, Knowledge; Math – Focus, Coherence, Rigor)?
- Are there opportunities to position students as experts on topics?
- What implicit bias might be reflected in the lesson or instructional design of the lesson?
- Were sufficient instructions on the use of digital tools provided, and do students have an opportunity to practice?
- Were students provided with the opportunity to make choices regarding the lesson topic, project, etc.?

Instructor Reflection After the Lesson

Instructor Reflection Questions (to be completed after teaching the lesson):

- What went well in the lesson?
- What did not go well in the lesson?
- Did the learners meet the lesson objectives? How do you know? If not, why?
- What changes should be made for next time the lesson is taught?