

## Lesson Plan: Bill of Rights – Lesson 3 “Violations of Citizens’ Rights”

### Lesson Overview

Topic	Lesson Information
<b>Lesson Title:</b>	Bill of Rights – Lesson 3 – Violations of Citizens’ Rights
<b>Lesson Author:</b>	Jonathan Edwards / Caryl Unseld
<b>Date Created:</b>	03/2022
<b>Lesson Timeframe:</b>	1.5 hours
<b>Content Area(s):</b>	English / Language Arts; Social Studies
<b>General Topics/Skills Covered:</b>	English / Language Arts <ul style="list-style-type: none"> <li>• Reading               <ul style="list-style-type: none"> <li>○ Summarizing; identifying details</li> </ul> </li> <li>• Writing               <ul style="list-style-type: none"> <li>○ Summarizing literary text</li> </ul> </li> </ul> Social Studies <ul style="list-style-type: none"> <li>• Civics / Government / American History</li> <li>• Rights and Responsibilities of Citizens</li> </ul>
<b>NRS Level(s):</b>	4
<b>Prerequisite Skills:</b>	Click or tap here to enter text.

### PA Foundation Skills

Standards / Skills	Standards and Skills Addressed in the Lesson
<a href="#">College and Career Readiness Standards (CCRS):</a>	<b>Reading Anchor 2, Level D:</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (RI/RL.6.2) <b>Writing Anchor 9, Level D:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.
<a href="#">English Language Proficiency Standards (ELPS) (if applicable):</a>	N/A
<a href="#">Standards for Mathematical Practice (if applicable):</a>	N/A

Lesson Plan: Bill of Rights – Lesson 3 “Violations of Citizens’ Rights”

<b>Standards / Skills</b>	<b>Standards and Skills Addressed in the Lesson</b>
<u><b>Transferable Skills:</b></u>	Critical Thinking 1.1 Observes critically. 1.4 Processes and analyzes information.
<u><b>Digital Literacy Skills:</b></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
<p><b>Lesson Objective(s):</b></p>	<p>The students will be able to write a paragraph summarizing an excerpt from 1984 by George Orwell in which they identify at least one right from the Bill of Right that is being violated in the story.</p>	<ul style="list-style-type: none"> <li>• Check it with SMART. (Is it Specific, Measurable, Achievable, Relevant, and Timely?)</li> </ul>
<p><b>Texts, Materials, Resources:</b></p>	<p><i>The Trial</i> excerpt (pp. 1-2), by Franz Kafka  <a href="https://www.kafka-online.info/the-trial.html">https://www.kafka-online.info/the-trial.html</a></p> <p>1984 excerpt, by George Orwell  <a href="https://www.penguinrandomhouse.ca/books/326569/1984-by-george-orwell/9780735234611/excerpt">https://www.penguinrandomhouse.ca/books/326569/1984-by-george-orwell/9780735234611/excerpt</a></p> <p>Text Questions Worksheet  <a href="https://docs.google.com/document/d/1rjkh83zhMKIU7uRFKciEZqsITBQMW58BL2PCeNsv5Gc/copy">https://docs.google.com/document/d/1rjkh83zhMKIU7uRFKciEZqsITBQMW58BL2PCeNsv5Gc/copy</a></p> <p>5 Ws Sentence Frames  <a href="https://docs.google.com/document/d/1m0dlb721yO0ZhQ0HaccEZs4jK702Rtty3GU9hEEcgFY/copy">https://docs.google.com/document/d/1m0dlb721yO0ZhQ0HaccEZs4jK702Rtty3GU9hEEcgFY/copy</a></p> <p>Bill of Rights  <a href="https://billofrightsinstitute.org/primary-sources/bill-of-rights">https://billofrightsinstitute.org/primary-sources/bill-of-rights</a></p>	<ul style="list-style-type: none"> <li>• Are the recommended texts at the appropriate complexity levels, relevant to adult learners, culturally responsive, and useful for building knowledge and achieving the objectives?</li> </ul>

Topic	Your Objectives, Materials, Vocabulary, and Culturally Responsive Teaching	Tips/Questions to Consider
<b>Lesson Vocabulary:</b>	<ul style="list-style-type: none"> <li>• Summarize – “Give a brief statement of the main points of something.”</li> <li>• Dystopian – “Relating to or denoting an imagined state or society where there is great suffering or injustice.”</li> <li>• Party (political) – “A group of persons organized for the purpose of directing the policies of a government.”</li> <li>• Amendment (review) – “To change, fix, add to, or update something.”</li> <li>• Right (review) – “Something to which one has a just claim.”</li> </ul>	<ul style="list-style-type: none"> <li>• Include 5 -10 vocabulary terms.</li> <li>• Include instructional strategies below for teaching the vocabulary.</li> </ul>
<b>Target Grammar/Language Forms (for ESL, if applicable):</b>	N/A	<ul style="list-style-type: none"> <li>• Include new grammar, or language forms, that is relevant to the context of the lesson.</li> <li>• Include new or unfamiliar grammar or language forms found in the text used for the lesson.</li> </ul>

Topic	Your Objectives, Materials, Vocabulary, and Culturally Responsive Teaching	Tips/Questions to Consider
<p><b>Culturally Responsive Teaching Notes:</b></p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• Is it evident that students will connect content to their own lives and to what they already know?</li> <li>• 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?</li> <li>• Do cultural representations and varied perspectives seem to be fair and accurate? Are stereotypes avoided?</li> </ul>

## Instructional Activities

Topic	Lesson Information	Tips/Questions to Consider
<p><b>Lesson Introduction:</b></p>	<ol style="list-style-type: none"> <li>1. The learners should begin by sharing real-world examples of citizens’ rights being violated.</li> <li>2. The instructor should then explain that they will continue discussing citizens’ rights today by looking at examples of citizens’ rights being violated in literary texts and determine how they relate to the Bill of Rights. By the end of today’s lesson, you should be able to identify violations of citizens’ rights in literary texts and write summaries of what you have read.</li> <li>3. The instructor should briefly explain the lesson’s vocabulary terms (excluding summarize and dystopian, as these will be introduced later), and explain that they will be dispersed throughout the lesson via text-dependent questions.</li> </ol>	<ul style="list-style-type: none"> <li>• Explain how the lesson objectives will be shared with learners.</li> <li>• Make connections to learners’ goals and prior and future lessons.</li> </ul>
<p><b>Lesson Body:</b></p> <ul style="list-style-type: none"> <li>• <b>Direct Instruction</b></li> <li>• <b>Guided Practice</b></li> <li>• <b>Independent Practice</b></li> </ul>	<p><b>Direct Instruction (25 minutes)</b></p> <ol style="list-style-type: none"> <li>1. The instructor should begin by explaining the difference between informational texts and literary texts. In this lesson, the learners will be looking at excerpts of two literary texts in the “dystopian” genre. The instructor should explain what this means and ask the learners to give examples of books they’ve read or films they’ve seen in this genre.</li> <li>2. The instructor should then introduce the first text, <i>The Trial</i>, by Franz Kafka, and explain that we will be reading a short portion of the text to practice the skill of summarizing and also relating the story to our study of citizens’ rights. We will be reading the text aloud and will ask everyone to take turns reading a few sentences. The instructor will begin to model good fluency and should instruct the learners to follow the instructors lead. After a few lines of text, the instructor</li> </ol>	<ul style="list-style-type: none"> <li>• Provide enough detail that another instructor could teach this lesson based on the information in this lesson plan.</li> <li>• Include how the students will be grouped, approximate timeframes for each activity, and how technology will be integrated.</li> <li>• Describe how and where in the lesson sequence, the instructor will model the target skills and/or tasks for the learners.</li> </ul>

Topic	Lesson Information	Tips/Questions to Consider
	<p>should call on a student to continue. The learners should only read a few sentence, then call on another learner to continue.</p> <ol style="list-style-type: none"> <li>3. After reading the first page, the instructor should stop the students and having then individually answer the following questions about the text from the Text Questions Worksheet:               <ol style="list-style-type: none"> <li>a. What was different about this morning from Josef K.’s typical mornings? [Answer: The landlady’s cook had not brought him his breakfast.]</li> <li>b. Why did Josef K. go into the next room? [He wanted to find out who was in the other room and why the landlady let this stranger enter his room.]                   <ol style="list-style-type: none"> <li>i. These can be displayed on a worksheet, slide, or document.</li> </ol> </li> </ol> </li> <li>4. The learners should share their responses to the questions.</li> <li>5. The instructor should explain to the learners that when we are reading texts, it’s important to pause during the reading and summarize what you’ve read. Summarize means to “give a brief statement of the main points of something.” So today we’re going to work on writing short summaries. For this first page of text, let’s try to write a sentence or two summarizing what happened. Let’s start with the 5 Ws, like we did in a previous lesson. Who is this story about? [Josef K. and a strange man.] Where is it taking place? [In Josef K’s bedroom.] When is it taking place? [In the morning, during breakfast time.] What is going on? [Josef K. did not receive his breakfast, but a strange man has entered his room.] Why is this happening? [We don’t know yet.] The instructor</li> </ol>	

Topic	Lesson Information	Tips/Questions to Consider
	<p>should think aloud during these questions to model how to think about summarizing a text.</p> <p><b>6.</b> The instructor should then model how to take this information and create one or two sentence to summarize what we’ve read. For example, “In the morning, in Josef K.’s bedroom, instead of receiving his breakfast as usual, a strange man entered his room.” So we are able to summarize an entire page of text with one sentence. This will help us when reading longer texts so that we don’t have to go back and read long portions.</p> <p>a. For some learners, the 5 Ws Sentence Frames may be useful.</p> <p><b>Guided Practice (25 minutes)</b></p> <p>1. The instructor should then have the learners read the second page of the text in the same way as before, taking turns.</p> <p>2. Once the learners have finished page 2, they should answer the following questions:</p> <p>a. Why was K. not allowed to leave? [Answer: He was under arrest.]</p> <p>b. If this story was taking place in the United States, which of K.’s right was being violated? Which Amendment in the Bill of Rights applies to this? [His right to be informed of the reason he was being arrested – Amendment VI. Also, possibly the right to a speedy trial (also Amendment VI), since they said the case would take a long time. However, we don’t have enough information yet to be sure of this.]</p>	



Topic	Lesson Information	Tips/Questions to Consider
	<p>3. The learners should share their responses and the instructor should talk about how the sixth Amendment applies to this situation.</p> <p>4. The learners should then work in small groups to write a one or two sentence summary of page 2 of the text. They should follow the same process as for page one, using the 5 Ws.</p> <p>5. After completing their summaries, each group should share theirs and the instructor should provide feedback.</p> <p><b>Independent Practice (30 minutes)</b></p> <p>1. The instructor should then introduce the excerpt from <i>1984</i> and explain that this book written by George Orwell was published in 1949, and thus was written about the future.</p> <p>2. The learners should read the excerpt in the same manner as the previous text, each taking turns reading.</p> <p>3. After reading, the learners should answer the following questions:</p> <ul style="list-style-type: none"> <li>a. What was on the posters in the hallway? [A man’s face with the words, “Big Brother is watching you.”]</li> <li>b. What were the capabilities of the “telescreen”? [It could transmit and receiving sound.]</li> <li>c. What is your reaction to the Party’s slogans? [Answer will vary, but will likely say something about them not making sense, or being contradictory.]</li> <li>d. If this story was taking place in the United States, which of Winston’s right was being violated? [Unwarranted surveillance – Amendment IV. Also possibly freedom of Speech (Amendment I) since it</li> </ul>	

Lesson Plan: Bill of Rights – Lesson 3 “Violations of Citizens’ Rights”

Topic	Lesson Information	Tips/Questions to Consider
	<p>can be assumed that the Thought Police and Ministry of Truth may punish people for saying certain things.]</p> <ol style="list-style-type: none"> <li>4. The learners should share their responses and the instructor should talk about the Amendments that apply to this story.</li> <li>5. The learners should then independently work on writing summaries of this excerpt using the same strategies used earlier (5 Ws) and include information about the violation of rights.</li> <li>6. When finished, the instructor should ask for volunteers to share their summaries. The instructor should give each student feedback on their summaries.</li> </ol>	
<p><b>Differentiation:</b></p>	<ul style="list-style-type: none"> <li>• Instructor will model fluent reading</li> <li>• 5 Ws Sentence Frames</li> </ul>	<ul style="list-style-type: none"> <li>• 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)?</li> <li>• What kinds of choices are students able to make within the lesson plan (e.g., text selection, project topics, or products)?</li> </ul>

Topic	Lesson Information	Tips/Questions to Consider
<p><b>Digital Literacy Integration:</b></p>	<p>Learners can access the texts online and complete the text questions and summaries using Google Docs or another similar type of software.</p>	<ul style="list-style-type: none"> <li>• Are sufficient instructions given to students around the use of digital tools, and is sufficient time provided to practice using the tools?</li> <li>• Do students use digital tools to create and present products (e.g., papers, presentations, graphics)?</li> <li>• Are students provided with an opportunity to select and use appropriate technology to solve problems in class?</li> </ul>
<p><b>Lesson Conclusion:</b></p>	<ol style="list-style-type: none"> <li>1. The learners should share how they feel about their progress toward today’s goals: summarizing a text and identifying violations of citizens’ rights.               <ol style="list-style-type: none"> <li>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).</li> <li>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 additional pages from <i>The Trial</i>, and writing summaries of them.</li> </ol> </li> <li>2. The instructor should explain that in the next lesson, we will be looking at opposing arguments regarding limits on citizens’ rights and work on writing a short essay about them.</li> <li>3. For homework, the learners should read the article titled, “Why America needs a hate speech law” (<a href="https://www.washingtonpost.com/opinions/2019/10/29/why-">https://www.washingtonpost.com/opinions/2019/10/29/why-</a></li> </ol>	<ul style="list-style-type: none"> <li>• Review lesson objectives.</li> <li>• Provide an opportunity for student reflection.</li> <li>• Connect to prior and future learning.</li> </ul>

Lesson Plan: Bill of Rights – Lesson 3 “Violations of Citizens’ Rights”

Topic	Lesson Information	Tips/Questions to Consider
	<p><a href="#">america-needs-hate-speech-law/</a>) and practice the skill we worked on today – writing short summaries.</p>	
<b>Assessment:</b>	<p>Formative:</p> <ul style="list-style-type: none"> <li>• Text-dependent questions</li> <li>• Group summary</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>• Independent summary</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the ongoing formative assessments that will be used to check learners’ progress toward the lesson objectives.</li> <li>• Describe the cumulative assessments that will measure the extent to which learners met the lesson objectives.</li> </ul>
<b>Lesson Extension, Homework:</b>	<ul style="list-style-type: none"> <li>• Read “Why America needs a hate speech law” (<a href="https://www.washingtonpost.com/opinions/2019/10/29/why-america-needs-hate-speech-law/">https://www.washingtonpost.com/opinions/2019/10/29/why-america-needs-hate-speech-law/</a>)</li> </ul>	<ul style="list-style-type: none"> <li>• Include opportunities for learners to practice skills outside of class time.</li> </ul>
<b>Lesson Extension, Additional Enrichment/Practice Opportunities:</b>	<ul style="list-style-type: none"> <li>• Additional summary practice with <i>The Trial</i> (<a href="https://www.kafka-online.info/the-trial.html">https://www.kafka-online.info/the-trial.html</a>)</li> </ul>	<ul style="list-style-type: none"> <li>• Include opportunities for learners to extend their learning through additional resources (print and online), readings, and practice of skills.</li> </ul>

## 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?