



Civics Education: First Amendment Rights Lesson Plan

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Lesson Title	NRS Levels
First Amendment Rights	High Intermediate ESL

Recommendations for Direct Instruction
Although standards are identified, there are no directions for explicit instruction. The instructor is suggested to choose the right College and Career Readiness Standards level and then add in the direct instruction of the standards where appropriate.

Project Title	Approximate Instruction Time
	2 hours

Instructional Objectives <i>(written in teacher language primarily derived from content standards and includes evidence of mastery):</i>	Learning Target Statements <i>(written in student-friendly language and helps learners reflect on what they are able to do as a result of the project) for learners' exit tickets, learning logs, or reflection:</i>
<p>By the end of this project, students will be able to:</p> <ul style="list-style-type: none"> • Define protest and explain its connection to the First Amendment and the civil rights movement. • Place the civil rights movement in an international context by learning how Martin Luther King Jr. was influenced by Gandhi. • Analyze how a protest can lead to change using an example from U.S. history. 	<ul style="list-style-type: none"> • I can explain the First Amendment and why protesting is a right protected by this amendment. • I can give examples of different forms of protest and describe when each may be most productive. • Before I could ...; now I can ...

Lesson Area	Lesson Information
ELA/Mathematics/ELP Standard(s) Addressed:	<p>College and Career Readiness Anchor Standards:</p> <p>R1: 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.</p> <p>R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>

Lesson Area	Lesson Information
<p>Central Skills Taught:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Adaptability and Willingness to Learn <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Interpersonal Skills <input type="checkbox"/> Navigating Systems <input checked="" type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Processing and Analyzing Information <input checked="" type="checkbox"/> Respecting Differences and Diversity <input checked="" type="checkbox"/> Self-awareness
<p>Language Demands: (Include academic language, language skills, etc.)</p>	<p>Academic Language Functions:</p> <ul style="list-style-type: none"> • Describing events • Comparing and contrasting • Vocabulary related to protest movements and civil rights (See A and B vocabulary tasks below.)

Lesson Area	Lesson Information
<p>Assessing Mastery of the Objective(s) and Central Skills:</p> <p>(Indicate <u>when</u> and <u>how</u> assessment – formative and/or summative - will occur during the project.)</p>	<p>Proof of Learning:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Via observation of a team task (e.g., discussion, work on project) <input type="checkbox"/> Via team self-assessment <input type="checkbox"/> Via individual self-assessment <input checked="" type="checkbox"/> Via team product <input type="checkbox"/> Via individual product <input type="checkbox"/> Other (Please list): <p>Proof of Learning Tools:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rubric <input type="checkbox"/> Checklist <input type="checkbox"/> Quiz <input checked="" type="checkbox"/> Other (Please list): <u>Complete Graphic Organizer</u> <p>Ongoing Formative Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot!) <input checked="" type="checkbox"/> Peer-to-peer quizzing <input checked="" type="checkbox"/> Exit/admit tickets <input type="checkbox"/> KWL charts <input type="checkbox"/> Other (Please list):

Lesson Area	Lesson Information
<p>Adaptations and/or Accommodations</p> <p><i>(How will you increase access to the content of the project? Identify differentiation strategies.)</i></p>	<p>Consider pairing lower-level and higher-level learners during the paired reading activity because peer support naturally increases learners' access to content.</p> <p>For lower-level learners, use the Newsela article with the lowest Lexile level. Provide word banks, visuals, sentence stems and/or frames to support learners during discussions. Allow sufficient time for repeated reading as needed.</p> <p>For higher-level learners, use the original version of the text.</p>

Procedure	Description	Central Skills	Materials
<p>Introduction: How will you introduce the lesson objective and how it fits into the unit/LOI? Identify its relevance to learners' needs and goals.</p> <p>Timing: 20 minutes</p>	<p>Discuss the following questions with the students as a whole group. Alternatively, post the questions and ask the students to discuss them in small groups and then share out.</p> <p>1. What are some of the important freedoms that we have in the United States?</p> <p>Create a “mind map” on the board and elicit answers from the students. The students may duplicate the mind map in their notebooks if they choose to do so.</p> <p>2. What famous U.S. law protects our important freedoms?</p> <p>Discuss with the students. Once they mention the First Amendment, project the first article of the amendment and elicit interpretations of the following passages in everyday language.</p> <p>Example</p> <p>Original Language: “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof...”</p> <p>Explanation: The U.S. Congress will not establish a national religion. People can practice any religion they want or no religion at all.</p> <p>Ask the students which of the freedoms that they recorded in their mind maps are reflected in this first statement. Circle the names of those freedoms on the mind map.</p>	<ul style="list-style-type: none"> • Communication • Critical Thinking 	<ul style="list-style-type: none"> • First Amendment Text Explanation Matching activity (Appendix A) • Whiteboard and markers

Procedure	Description	Central Skills	Materials
	<p>Distribute the first Amendment Text-Explanation Matching handout (Appendix A); ask the students to complete the activity with a partner. When they have finished, again ask the students which of the freedoms they mentioned are included in the First Amendment. Underline those on the mind map as well.</p> <p>How do people living in the United States exercise, or use, these freedoms?</p> <p>On the mind map, add extra bubbles with student suggestions from the first tier of bubbles tied to freedom of religion, assembly, speech, etc. If freedom of assembly or protest is not brought up, prompt the students to mention it. If your class is small enough, invite small groups of students to the board to discuss and expand on the mind map by adding their ideas.</p>		

Procedure	Description	Central Skills	Materials
<p>Explanation and Modeling:</p> <p>What type of direct instruction do learners need? Are there ways for learners to access the new content independently? What types of models will you provide and when?</p> <p>Timing: 25 minutes</p>	<p>Discuss the concept of protest in general with the students. (What is it? Why do people do it? What does it look like in practice?) If desired, share pictures from recent U.S. protests. Ask the students to compare and contrast what they know about protest movements in the United States and, for those who immigrated to the United States, what they observed or experienced with protest movements in their countries of origin. Is protest common or even possible in their countries? Invite the students to share stories about historical or current issues that lead to protest in different countries. What ideas do people tend to protest about? Distribute the Protest Movements Matching worksheet (Appendix B).</p> <p>Ask the students, <i>“What do you see in the picture? What messages do the signs or slogans convey?”</i></p> <p>Task for Independent Completion: The students should match these signs or slogans with the corresponding protest movements.</p> <p>Small-Group Discussion: The students should then explain their choices and share their interpretations of the messages presented on the signs or in the slogans. Review the students’ responses in a whole-class discussion.</p>	<ul style="list-style-type: none"> • Communication • Interpersonal Skills • Processing and Analyzing Information • Respecting Differences and Diversity 	<ul style="list-style-type: none"> • Protest Movements Matching activity and discussion prompts (Appendix B)

Procedure	Description	Central Skills	Materials
<p>Guided Practice: Which tasks and learning activities will you use to engage learners with the content and skills? How will you structure the tasks or other learning activities to support learners' success?</p> <p>Timing: 30 minutes</p>	<p>Explain to the students that the class will spend the next few days talking about how people living in the United States can share their beliefs with others in their community and with government leaders. The initial focus will be on an example from U.S. history of how protest helped people gain basic civil rights.</p> <p>Paired Reading Text A: Montgomery Bus Boycott (Lexile level 690; Newsela.com website for lower and higher Lexile levels) Text B: Martin Luther King Jr.'s use of nonviolence inspired by Gandhi (Lexile level 830) Prereading: Divide the students into an even number of A pairs and B pairs. Have the students work in these pairs to complete the vocabulary/prediction assigned-reading task (see the vocabulary/prediction tasks below). Distribute the A and B readings. Reading: Invite the students to take turns reading aloud one paragraph at a time with their partner. The students may stop during their reading when they encounter unfamiliar words from the vocabulary task to check their understanding and discuss the words and information.</p> <p>The students read to check predictions and underline or highlight where information is</p>	<ul style="list-style-type: none"> • Communication Processing and Analyzing Information 	<ul style="list-style-type: none"> • Team A and Team B • Vocabulary Handouts (Appendix C) • A and B readings from Newsela • Different colored highlighters

Procedure	Description	Central Skills	Materials
	<p>found. They then analyze what was correct and what was incorrect in their statements.</p> <p>Discussion</p> <p>Group A: Did the protest work? If so, why? How did the protest occur (e.g., nonviolently, collectively, using financial pressure through a boycott)? What changes came from the protest?</p> <p>Group B: What did Martin Luther King Jr. learn from Gandhi? Whom did Martin Luther King meet in India, and how did those encounters inspire him? How was the Civil Rights movement in the United States influenced by international independence movements?</p> <p>Have the students read the text aloud a third time in pairs and mark up the parts of the text that surprised them and the parts they already knew about. The students may highlight the text using different colored highlighters or write “S” (for “surprised”) or “K” (for “knew”) in the margin.</p>		

Procedure	Description	Central Skills	Materials
<p>Application/Extended Practice: What will learners do to demonstrate their acquisition of content knowledge, basic skills, and key soft skills?</p> <p>Timing: 25 minutes</p>	<p>Formation of A-B Pairs The students now form pairs, each consisting of a student formerly in Group A and one formerly in Group B. In these pairs, the students present to their new partners what they knew and what surprised them as well as what they learned from each of their readings. Using a teacher-provided checklist for guidance, each pair of students creates a poster with an image that illustrates how the civil rights movement in the United States is situated in the larger international context. Each pair then presents its poster to another pair.</p> <p>Whole-Class Wrap-up: Discuss other types of protest (marches, demonstrations, boycotts, letter/email/phone campaigns, social media campaigns). Explain to the students that they will learn and talk about the last two forms of protest in future lessons.</p> <p>Homework: Have the students revisit the First Amendment. Ask them to research and describe one example of people exercising each of the rights mentioned in the amendment. These examples may be from the present or the past and from the United States or anywhere else in the world. The students will share their examples in the next class.</p>	<ul style="list-style-type: none"> • Interpersonal Skills • Problem Solving • Processing and Analyzing Information 	<ul style="list-style-type: none"> • Poster paper • Markers

Procedure	Description	Central Skills	Materials
<p>Student Reflection on Learning Targets, Closure, and Connection to Future Learning</p> <p>Timing: 20 minutes</p>	<p>Have the students independently complete the multiple-choice questions on the last page of their reading packet. Ask them to check their answers with a partner and present a reasoned argument for any selections they disagree with. Review their answers as a class and ask the students to cite textual evidence supporting their arguments.</p> <p>Exit Ticket: What is one thing you learned, one thing that surprised you, one question you still have from today's class, and one example of respecting diversity that occurred during class?</p>	<ul style="list-style-type: none"> • Communication • Self-awareness 	<ul style="list-style-type: none"> • Index cards for exit tickets • Quizzes at end of readings

Appendix A. First Amendment Text-Explanation Matching

Look at the original language of the **First Amendment to the United States Constitution** in the left column below and match each line to the appropriate explanation by placing the correct letter next to the number.

Original Language	Explanation
1. ___ Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof;	a. People in the United States are free to meet peacefully in groups for any legal reason. a. The U.S. Congress will not impose a national religion. People are free to practice any religion they choose or to practice no religion at all. b. People in the United States are free to communicate with the government to demand solutions to problems or changes to laws. c. People in the United States may say anything they want and print anything they want in newspapers, books, on websites, and so on, barring libel.
2. ___ ... or abridging the freedom of speech, or of the press;	
3. ___ ... or the right of the people peaceably to assemble,	
4. ___ ... and to petition the Government for a redress of grievances.	

Task adapted with permission from #IamABE, by E. Cary and S. McCurdy, 2017. Retrieved from <https://sites.google.com/view/iamabe/lesson-plans>

Key:

Original Language	Explanation
<p>Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof;</p> <p>. . . or abridging the freedom of speech, or of the press;</p> <p>. . . or the right of the people peaceably to assemble,</p> <p>. . . and to petition the Government for a redress of grievances.</p>	<p>The United States Congress will not impose a national religion. People are free to practice any religion they choose or to practice no religion at all.</p> <p>People in the United States may say anything they want and print anything they want in newspapers, books, on websites, and so on, barring libel.</p> <p>People in the United States are free to meet peacefully in groups for any legal reason.</p> <p>People in the United States are free to communicate with the government to demand solutions to problems or changes to laws.</p>

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Appendix B. Protest Movements Matching

What do you see in each photo? What messages do the signs or slogans shown in the photos convey?

Match the signs or slogans in the photos with the protest movements they support.

Explain your choices to your partner.

- Education
- Environmental concerns
- Police violence/racism
- LGBTQ rights
- Civil rights
- Gun control
- Women's rights
- Immigrant rights



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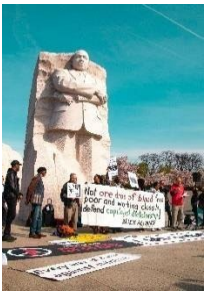
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Appendix C. Team A and Team B Vocabulary Handouts

Team A Vocabulary: Montgomery Bus Boycott

TERM	I USE IT	I KNOW IT	I DON'T KNOW IT	MY PARTNER KNOWS IT	WE NEED TO LOOK IT UP
segregated					
get rid of					
boycott					
courtesy					
integrated					
sniper					

Task format adapted from L. Howard and J. Adelson-Goldstein, presentation at California TESOL conference in San Diego, CA, 2013.

These words appear in your reading selection. Looking at the headline and pictures, and based on the vocabulary here, make three predictions about what you will learn during the reading:

1. _____
2. _____
3. _____

Now read to see whether your predictions are correct. Highlight or underline information that matches your predictions.

Team B Vocabulary: Martin Luther King Jr.'s Use of Nonviolent Protest Inspired by Gandhi

TERM	I USE IT	I KNOW IT	I DON'T KNOW IT	MY PARTNER KNOWS IT	WE NEED TO LOOK IT UP
activist					
independence movement					
protest					
nonviolence					
segregation					
civil disobedience					

These words appear in your reading selection. Looking at the headline and pictures, and based on the vocabulary here, make three predictions about what you will learn during the reading:

1. _____
2. _____
3. _____

Now read to learn whether your predictions are correct. Highlight or underline information that matches your predictions.

Now complete the handout for your reading by yourself. Note in the text where you find the information. Then compare your answers with a partner.