Don't Let Your Rights be Violated!
Grade Level: 9th
Victor Taboada
BME 530 SSII
June 28, 2002

Introduction:

This lesson will introduce students the First Amendment to the United States Constitution. It is essential for a student to develop a basic understanding of the First Amendment as it relates to their daily live and to fully understand what the First amendment of the Constitution which states that everyone in this country is entitle to the freedom of religion, speech or the press, the right of people to assemble, and to petition the Government for a redress of grievance.

Behavioral Objectives:
1. Students will be able to:
2. Identify the First Amendment.
3. Name important parts of the First Amendment.
4. Explain how to relate the First Amendment to their daily life.
5. Make connection from the First Amendment to possible scenarios.
6. Determine whether or not their First Amendment rights have been violated.

Arizona State Standards:
Standard 1: History
Students analyze the human experience through time, recognize the relationships of events and people, and interpret significant patterns, themes, ideas, beliefs, and turning points in Arizona, American, and world history.
PO1 Those who secure our freedom including George Washington, Benjamin Franklin and Thomas Jefferson.
PO2 Their form of government.

Anticipatory Set:
1. Ask students to think about a situation in which they have to establish rules and regulations.
2. Begin discussion about part of the First Amendment.
3. Ask students to brainstorm about the first Amendment to the United States Constitution.
4. Teacher will read a teacher's made a poster board with the definition of the First Amendment.

Teacher Input:
Teacher will discuss important event about the first Amendment to the United State Constitution and ask questions about the class discussion. Then, teacher will break up the class in groups of four or five students per group. The teacher will assign five questions to each group. Students will be allowed to discuss with the other members of the group.
their assigned questions. Teacher will monitor their activities to ensure the students' comprehension and prior knowledge of the learning is taking place. The teacher will ask groups to come to the front and read their questions and answers to the class. At the end the group giving the presentation will ask the class if they have any questions about their presentation.

Script:
Teacher : The first amendment to the constitution states that "everyone in this country is entitle to the freedom of religion, speech or the press, the right of people to assemble, and to petition the Government for a redress of grievance". Then, the teacher will ask how does the first amendment applies to your life?
Student: We can choose our own religion.
Teacher: Great, please write down two examples about the First Amendment to the Constitution that you can apply to your life.

Modeling the behavior:
Teacher will give students a handout in which they will be asked to answer to five scenarios in which the first amendment has been violated. Students will write their reaction about each particular case and they will decide whether or not the first amendment has been applied and they will justify their answers. Teacher will ask students to write stories in which they can apply the new concept.

Check for comprehension:
Teacher will check for understanding by observing the students' behavior as well as their level of involvement during the class. Students will give oral presentations about their responses and they will be assessed through a practice sheet in which they will fill in the blanks of the terms provided. They will practice their speaking, writing, reading and speaking skills.

Guided practice:
Teacher will guide the students through the discussion of situations in which their First Amendment rights have been denied or violated. Students will apply their knowledge by answering appropriately to the scenarios questions.

Closure:
Today we covered the First Amendment to the Constitution. We discussed the fact that everyone in this country is entitled to the freedom of religion, speech or the press, the right of people to assemble, and to petition the Government for a redress of grievance. When you leave my classroom today to go your neighborhood, I want you to pretend to be an expert about the First Amendment and share with your neighbor what you learned in class today. Give examples to your neighbor about the ways in which he is protected by the First Amendment to the Constitution.

Independent practice:
Students will independently work on a handout with specific scenario questions about the First Amendments. Students will type up their reactions on the computers and when they finish they will post their paragraphs on the section entitled hall of fame, so other students can admire their work.

Assessment:
Teacher will check for understanding by verbal assessment, writing assessments, general classroom performance and participation in activities as well as teacher's made tests. Teacher will assess through one-on-one assessment based upon the individual's needs.

Materials:
Handouts, pencils, dictionaries, worksheets, whiteboard, glue, construction paper.

Modification for students with disabilities:
The modifications for students with special needs are as follow: I will give individualized assignments and will ask students to fill in the blank of the handouts I will narrow down the choices. I will allow for more time for completion of tasks. I'll focus on important events as they occur. I'll provide graphic organizers for reading and writing task to increase comprehension and retention. I will allow alternative evaluations as well as one-on-one assistance.

Technology integration:
Transparencies, visuals, manipulatives, power point presentation, overhead projector.