Getting to Know the First Amendment

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Great Ideas Lesson Planner

Lesson Title: <u>Getting to know the First Amendment</u>

Subject: <u>Academic Literacy</u>   **Time Duration: <u>6 Days</u>**

Teacher: <u>Ms. Deborah Marshall, Instructional Technology Resource Specialist; Mrs. Vicki Jones, Academic Literacy Teacher</u>   **School: <u>Granby High School</u>**

Content Standards/Competencies:	Related SOL Objectives:
1. Students read, discuss, and write about the 5 freedoms of the First Amendment.	**(include all applicable, example English 10.7)**
2. Students develop a sense of themselves as literate citizen-participants, fostering their desire to read, learn, and participate in civic life.	**English:**
	9.4 c and e: (Reading Analysis)
	9.6 b, d, e, and f: (Writing)
	9.9 a, b, c, and d: (Research)
3. Students read a variety of newspaper articles and analyze primary and secondary sources.	
4. Students reflect on the role of reading in securing their own rights as citizens in a democracy.	**History/Social Science:**
	USI.7 b: (Revolution and the New Nation: 1770s to the Early 1800s)
5. Students develop the ability to present a topic in a positive manner.	**GOVT.11 a and d**: (Virginia and United States Government)
6. Students demonstrate knowledge of the nature and operation of technology systems.	**Technology SOL#:**
7. Students demonstrate knowledge of technologies that support collaboration, personal pursuits, and productivity.	**C/T9-12.1:** (Basic Operations and Concepts)
	C/T9-12.5: (Social and Ethical Issues)
	C/T9-12.6: (Technology Research Tools)
8. Students use technology to locate, evaluate, and collect information from a variety of sources.	**C/T9-12.8:** (Problem Solving and Decision Making Tools)
	C/T9-12.9: (Technology Communication Tools)
9. Students use technology resources for solving problems and making informed decisions.	
10. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.	

1. DESIRED RESULTS

Essential Questions	*Knowledge and Skills*

Essential Questions

Unit:

Who am I as a reader of History? Throughout unit, reflect in journal and through e-mails to Mrs. Jones or Ms. Marshall.

Why read History? As it relates to First Amendment issues? To learn.

What are the texts of History? Examples: The Constitution, The Declaration of Independence, or the Bill of Rights

Who wrote the First Amendment? The First freedoms guaranteed in the Bill of Rights were articulated in the 45 words written by James Madison.

What are the 5 freedoms of the First Amendment? Speech, Press, Religion, Assembly, and Petition

How does historical literacy impact my personal power? By taking a position on an issue involving First Amendment rights and after choosing a specific right of the First Amendment, this question will be answered as each student creates their PowerPoint.

Technology:

What does AUP stand for? Authorized User Policy
Do you have to sign one before you are allowed on the Internet in a school, or place of employment? Yes
What does it say? When you go on the Internet you will not go to any bad sites.
What will happen if you go to bad sites? You may have your Internet privileges taken away from you.

What does ISP stand for? Internet Service Provider
Can your home Internet provider take away your Internet privileges? Yes,

What does URL Stand for? Uniform Resource Locator
What is a synonym? A word having the same meaning, or nearly the same meaning, as another word.
Who can tell me a synonym for URL? Web address

What does E-mail stand for? Electronic Mail
Do you think E-mail is private? The correct answer is no

Who can tell me what PowerPoint is? A program that allows you to create a slide show to present information.
How does it enhance a presentation? It allows you to show text, graphs, charts, and pictures in an organized manner.

Knowledge and Skills

Students will know:
1. The First Amendment, its 5 parts, who wrote it, and how relates in today's world
2. How to dissect text by using "Talking to the Text"
3. How to use text features associated with Web sites
4. How to use PowerPoint as a tool for creating a presentation
5. How to use e-mail as a communication tool
6. Why the Internet is a privilege and should not be abused
7. What happens when a person abuses his Internet privilege

Students will do:
1. Take a Technology Questionnaire.
2. Explore experiences as readers and learners of history.
3. Explore connections between history and First Amendment rights
4. Explore, by using specific Web sites, how people read history by identifying and using text structure.
5. Relate the First Amendment to the present by reading and analyzing current events.
6. Explore the human face of history to build their motivation to read newspapers.
7. Reflect on essential questions in a journal and through e-mail communication with teacher.
8. Create presentations, using PowerPoint, that will explain a section of the First Amendment.
9. Analyze primary sources from classmates.
10. Demonstrate understanding, by presenting their PowerPoint, of the First Amendment.
11. Assess growth, by either writing in their journal or e-mailing the teacher, on who they are as a reader of history.

(Subject) Vocabulary:

Technology:
AUP: Authorized User Policy
E-Mail: Electronic Mail
ISP: Internet Service Provider
Search Engine vs. Browser
URL: Uniform Resource Locator

Government:
Amendment
Referendum
Ratified

2. STUDENT ASSESSMENT

Prior knowledge	Ongoing throughout lesson	By the end of the lesson
Use Question and Answers to find out what students know about: 1. the First Amendment 2. using talking to the text when reading 3. AUPs 4. URLs 5. ISPs 6. the Internet 7. how to use PowerPoint	**By the classroom teacher:** 1. Talking to the text 2. Reflecting in journal 3. Following the given rubric 4. Using time wisely **By the Instructional Technology Resource Specialist:** 1. Logging in correctly to the laptop 2. Using the Internet responsibly 3. E-mailing correctly 4. Using the tools associated with PowerPoint	1. Printed article noting that the student has "Talked to the Text" 2. Journal showing where student has reflected on given questions 3. Completed Who, What, When, Where, and How chart about article 4. E-mail stating 3 things they learned about the First Amendment or the use of technology 5. Printed PowerPoint showing 7 slides: (1 title slide, 5 slides relating to their Who, What, When, Where, and How chart, and 1 slide for closure and references) 6. Presentation about printed article, using PowerPoint 7. Demonstrate understanding of the First Amendment

3. LEARNING ACTIVITIES/INSTRUCTION

Introduction (hook)	What students are doing	Conclusion
Q and A as a class: 1. What can you tell me about the First Amendment? 2. What do these things allow you to do?	1. Using the Internet and specific Web sites to locate an article that pertains to the First Amendment 2. Using a pen to "Talk to the Text" as they read their article that they printed from the Internet 3. Reflecting in their journal on "Who am I as a reader of history?" and "Why do you think the First Amendment is important in today's society?" 4. Keeping a personal dictionary 5. Completing a Who, What, When, Where, and How chart about their article 6. E-mailing the teacher 7. Completing a PowerPoint to present to the class	Through reading, small and large (class) group discussion, Q and A, and preparing a presentation; students will learn about the 5 parts of the First Amendment and why they are important in their life and in today's society.

Accommodations	*Required or Supplemental Materials and Resources*	
Extra support: Collaborating with the ITRS **Enrichment or early finishers:** Create a poster about the First Amendment. **Various learning styles:** Visual, Auditory, and One-on-One	Newspaper Web sites: www.nytimes.com www.latimes.com www.washingtonpost.com First Amendment Web sites: www.firstamendmentcenter.org	E-Mail Web sites: www.teenbiz3000.com

Limited English proficiency:	
Related Technology	***Research/Best Practices/Strategy***

Digital Camera   Mobile Lab Cart
E-Mail   Multimedia Projector
Internet   PowerPoint
	Teacher
	    1. Review why they are to keep a Personal Dictionary.
	    2. Review of text features from a printed page.
	    3. Review/Teach how to "Talk to the Text."
	
	Instructional Technology Resource Specialist
	    1. Using Qand A, Review/Teach about AUPs, ISPs, and URLs
	    2. Using Laptop and Multimedia Projector to project screen on the wall:
	          A. Review/Teach how to log into the Internet correctly, and text features on Web sites.
	          B. Review/Teach how to use PowerPoint as a presentation tool.
	          C. Review/Teach how to save something to their Students Accessible Services Folder on the Intranet.
	          D. Review/Teach how to reference a Web site on a reference page.
	    3. Assign students laptops from Mobile Labs.
	    4. Assist students individually using specific Web sites.
	    5. Assist students with saving their PowerPoint to their SAS Folders.
	    6. Assist students with printing their article and PowerPoint.

4. WRAP-UP (5-10 min.)

Evidence of student learning/understanding	***Homework***
1. Printed article showing that the student has "Talked to the Text" 2. Completed E-mail to teacher stating 3 things the student learned 3. Completed PowerPoint 4. Completed Who, What, When, Where, and How chart 5. Personal Dictionary with at least 3 new words and definitions 6. Presentation using PowerPoint	

5. Other Resources Needed/Comments (*optional*)