

EL/Civics Lesson Plan 2009-2010

	<p>information about our rights and the reading strategies are important to learn.</p> <p>Modeling: Go to the first web link (either by projection or have students' computers all at this site to follow along). Demonstrate how you would preview the article (title, headings, pictures, bullet points, etc). Then model how you would read the passage actively, looking for words you don't know or concepts that are difficult to understand. Do a think-aloud showing how you might connect the pictures to the main ideas/details of this passage.</p> <p>Guided practice: Guide students through the quiz questions at the end of the article. Discuss answers and then click on Quiz Answers to check. Have students go to the second article link and read about the Bill of Rights, followed by answering the quiz questions at the end of the article and checking their accuracy.</p> <p>Independent application: Do a quick interview with each student to see how they would explain their personal strategy(ies) for previewing the second article in order to help their comprehension.</p> <p>Day 2</p> <p>Explanation: Today we want to talk about how your First Amendment rights might be practically exercised in this community. We will be thinking about the 5 first amendment freedoms and how these are connect to you personally and with our broader community.</p> <p>Modeling: If I am thinking about my first amendment freedom of petition, I might see this in my community when people at the store have clipboards and ask me to sign my name to support a particular issue or cause. I saw this at my gas station the other day, so when I think of petitioning, I think of this experience.</p> <p>Guided practice: Make a 5 column grid on the board or easel paper. Solicit ideas from students regarding how they practice each of the 5 rights personally. Make notes on the board to summarize in writing what is being said. Have students break into small groups to make a similar 5 column grid but summarizing key locations in the community that relate to these freedoms. (See sample 5 column grid ideas at</p>
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	<p>end of the lesson.)</p> <p>Independent application: Have each student write a summary paragraph about what he/she has learned in the last two days and how it applies to them personally.</p>
<p>Assessment/ Evidence</p>	<p>Students demonstrate use of appropriate previewing strategies when reading online material.</p> <p>Students complete a summary statement in writing about what they have learned in this lesson, showing comprehension of the key ideas and personal application.</p>
<p>Reflection</p>	<p>The EL Civics Site is easy to navigate and has lots of great resources for students to explore. Students needed Day 1 to really develop the personal connection in Day 2.</p> <p>We decided to follow up this lesson with a First Amendment Freedoms Tour in our city. We are a downtown program, so we are in easy walking distance to many things. We visited a local church with a lot of history, walked by a local radio station and a local newspaper, and shopped in a local bookstore. We topped off the day by gathering in Central Plaza and having a snack break – well enjoyed by all. It was the first time that some of our students have ever been in a church building in the US or had shopped in an American bookstore. We called ahead to each location and made arrangements so they were expecting our culturally diverse group. We got lots of good community interaction and carried business cards/brochures about our program to share with curious downtowners 😊</p>

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Examples of where I see the practice of First Amendment Freedoms

RELIGION	SPEECH	PRESS	ASSEMBLY	PETITION
when I go to the synagogue but my friend from school goes to the Catholic church	when I tell my friends what I think about government policies and I don't have to worry about the local leaders harming me	when I read my favorite magazine every two weeks	when people were standing on the sidewalks with signs outside our congressman's office the week before the health care bill vote	when I go to the gas station and somebody comes up to me with a clipboard and asks me to sign about an issue they want to vote on

Places in my Community (this will vary for each local area)

RELIGION	SPEECH	PRESS	ASSEMBLY	PETITION
<p>I can visit the church across from our school. The name of this church is _____.</p> <p>There is a mosque in our neighborhood. Directions from our school to this place:</p>	<p>I can go and speak to a representative in the mayor's office. The mayor's office is located at _____ and the contact phone is _____ and the email is _____.</p> <p>I can hear people speak their ideas on the radio. A popular local radio station close to my school is _____.</p> <p>Their website is _____.</p>	<p>I can write a letter to the editor or read the local newspaper.</p> <p>The local newspaper is located at _____ and their website is _____.</p> <p>I can buy or order many kinds of books from _____.</p>	<p>People can voice their opinions in a public rally in the central plaza in the downtown area of our city.</p> <p>Directions from our school to this place:</p>	<p>People can file a petition at the local Board of Elections.</p> <p>I can get more information about petitions at the Board of Elections website at _____.</p>