Name: Brittany Arnold Date: April 18, 2012 Age/Grade Level: 5th

# Of Students: 20 # of IEP Students: 1 #of ESL Students: 0

Subject: Social Studies Major Content: Social Studies Lesson Length: 20 min

Unit Title: Bill of Rights Lesson Number and Title: #1- The First Amendment

*Academic Content Standards-*

Content Standard: 4.0 Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

Learning Expectation 4.03 Understand the rights, responsibilities, and privileges of citizens living in a democratic republic.

SPI 5.4.2 Select examples using illustrations of First Amendment freedoms (i.e., speech, assembly, and religion).

*Lesson Objectives-*

The learner will understand what the first amendment is and why it was written.

The learner will understand what the guaranteed rights under the first amendment.

The learner will be able to list examples of each of the rights under the first amendment.

**Accommodations-**

IEP- 1, hearing impairment

*Context-*

* This unit covers the Bill of Rights and the rights and responsibilities we have as American citizens.
* Students will have an idea of what freedoms we have as American citizens.
* ESL learners and new students might have some issues with this lesson.

*Resources, media, technology-*

First amendment PowerPoint.

First amendment rights foldable.

*References-*

<http://en.wikipedia.org/wiki/Freedom_of_assembly>

Definition of Freedom of Petition | eHow.com <http://www.ehow.com/facts_5589331_definition-freedom-petition.html#ixzz1n05BBU4J>

*Procedures-*

1. Introduction:

<http://www.youtube.com/watch?v=ysyeHFH6_40>

Students will watch a video that gives a song to help learn the first amendment rights.

Students will then talk the freedoms we have in America.

1. Lesson Development:

I do- I will show a PowerPoint teaching students about the rights given to us by the First Amendment.

We do- as a class we will go over the rights we have learned and using a PowerPoint, decide what pictures correlate to what right.

1. Closure: (Independent Practice)

You do- Students will be given a foldable that they will make to organize the information they have learned. When students complete the foldable they will glue this to the inside of their learning log to use when studying for future assessment.

1. If-Time Strategies:

If time allows, the students could split into groups and each group will be assigned a certain right. Each group can be given a period of time to decide how they would exercise their particular right and then present it to the class.

1. Modifications:

N/A

Student Assessment-

* Students will be assessed on participation in the following criteria:
  + Discussion of prior knowledge.
  + Discussion, attention, and participation during PowerPoint presentation.
  + Answers given and participation during second PowerPoint presentation.
* Students will be assessed on their knowledge of the topic when completing the foldable given.

**Objective/ Assessment Plan Organizer**

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| --- | --- | --- | --- | --- |
| **Objective Number** | **Type of Assessment** | **Description of Assessment** | **Depth of knowledge level** | **Adaptations and/or accommodations** |
| Objective 1: Participation and attention paid to class discussion. | Formative | Participation in and attention to the lesson. | 1 | N/A |
| Objective 2:  Ability to name and describe the rights given to us by the first amendment. | Summative | Participation and knowledge when completing foldable. | 2 | Students could make notes of their own if that is an easier way for them than the foldable. The students could also draw pictures rather than write if that is a better way for them to learn. |