

# Citizens Together:

## You and Your Newspaper



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# To the Teacher

## Celebrate the U.S. Constitution and the Bill of Rights

“Citizens Together” integrates newspapers into study of the Bill of Rights. Research supports continued use of this guide and other curricula that engage students with media and the First Amendment, including the ongoing “Future of the First Amendment” study funded by the John S. and James L. Knight Foundation.

The initial study was conducted in 2004 and released in early 2005. Three updates followed, with the most recent one coming in September 2011 ([www.knightfoundation.org/publications/future-first-amendment-2011](http://www.knightfoundation.org/publications/future-first-amendment-2011)). As the 2011 report noted, “the surprising finding in the first Knight survey, in 2004, was that high school students tended to express little appreciation for the First Amendment. Nearly three-fourths said either they don’t know how they feel about it or they take it for granted. That finding has remained distressingly constant over the years, despite the introduction of Constitution Day in the nation’s schools that year, setting aside Sept. 17 for civics instruction.

“The 2006 study showed that despite increased teaching, more students thought the First Amendment, as a whole, goes too far in the rights it guarantees.” Half the students in the 2007 study had never heard of Constitution Day.

“Media use also was measured in 2007. Despite a popular belief that teens do not care about news, the study showed they do stay informed via digital media, and parents and peers had more influence than teachers on student media choices. This year’s survey (2011) confirms that finding.”

The original study concluded that “First Amendment values can be taught – that the more students are exposed to news media and to the First Amendment, the greater their understanding of the rights of American citizens. But it also shows that basics about the First Amendment are not being taught ...” (<http://firstamendment.jideas.org/findings/findings.php>)

Congress established Constitution Day and Citizenship Day in May 2005. All institutions receiving federal funds for a fiscal year are required to conduct an educational program on the Constitution to commemorate the signing of this document on Sept. 17, 1789. When Sept. 17 falls on a Saturday, Sunday or holiday, schools are expected to celebrate Constitution Day during the week preceding or following that date. ([www.ed.gov/legislation/FedRegister/other/2005-2/052405b.html](http://www.ed.gov/legislation/FedRegister/other/2005-2/052405b.html))

“Citizens Together” may be used for Constitution Day, Bill of Rights Week in December, Sunshine Week in March and at other times when teachers focus on the nation’s founding documents and their significance today. Use of a medium, such as newspapers, provides specifics that help students answer critical questions: What do free speech, press and religion mean in today’s world? What constitutes a fair trial? What are my responsibilities as a citizen living in a democracy?

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## Background

Rights were critical to the founding of the United States of America. Because rights in England and other European countries were threatened, many future Americans fled their homelands to form new colonies in a strange land. These colonists declared independence and created a new nation to secure those rights.

From May to September 1787, representatives of the 13 states gathered in Philadelphia. In what came to be known as the Constitutional Convention, these men – who included James Madison, Benjamin Franklin and George Washington – devised a blueprint for running the country.

The delegates had different ideas of what the new government should do, and many debates and discussions ensued. It is said that the Constitution was born of compromise because only by compromise could all disagreements be resolved.

When the Constitution was written, the framers knew the document was not perfect and that future generations would need and want to make changes. The framers sought to make it possible to revise the Constitution without resorting to revolution, so they created an amendment process. A constitutional amendment can change the document or add to it.

A major reason that many people opposed the original Constitution was because it did not include a list of rights that belong to the people and that the government is not allowed to hinder. These rights, for example, include free speech, free practice of religion and the right to be silent if accused of committing a crime. Many framers did not think a Bill of Rights was necessary, but one was proposed in order to ensure passage of the Constitution by all states.

After the new government assembled, Congress sent a list of 12 rights to the states. In 1791, 10 were approved by enough states to be added to the Constitution. These 10 are known as the Bill of Rights.

*It is said that the Constitution was born of compromise because only by compromise could all disagreements be resolved.*

### Newspapers in the Classroom

Scholars, attorneys and the court system have debated interpretation of the Bill of Rights for as long as it has existed. Students learn best when topics they discuss are interesting and relevant to their lives. Newspapers provide some of the best sources for these topics.

With emphasis on resource-based instruction, classrooms worldwide are using print and digital newspapers for instruction. They provide relative reading in math, science, history, economics and second-language learning. Using newspapers also allows students to become more culturally aware and thus develop compassion and tolerance for others.

### How the Guide Is Organized

“Citizens Together” can be used in combination with an existing civics curriculum. Lessons can be used individually or as an entire unit. This guide provides opportunities for students to explore individual freedoms protected in the Bill of Rights, make personal connections, read expository text, explore text features and further develop knowledge and skills as active citizens.

The website [www.50states.com](http://www.50states.com) provides links to newspapers throughout the United States if daily print copies are not readily available.

Each lesson gives teachers a sequential framework to use in their classrooms. Lessons are designed for middle and high school students and are labeled accordingly. Instructional objectives, applicable Common Core State Standards, an anticipatory set, procedures for instruction, assessment tools and adaptations for diverse learners are provided. Reproducibles, if applicable, are provided.

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## The Bill of Rights

*(added to the Constitution in 1791)*

- I. Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.
- II. A well-regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.
- III. No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.
- IV. The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.
- V. No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.
- VI. In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.
- VII. In suits at common law, where the value in controversy shall exceed \$20, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any court of the United States, than according to the rules of common law.
- VIII. Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.
- IX. The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.
- X. The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

Freedom of religion, speech, press; right to assemble and petition the government

Right to bear arms

Citizens not required to house soldiers in peacetime

Protection from unreasonable searches and seizures

Right to grand jury process; freedom from self-incrimination and double jeopardy

Right to a speedy and public trial; right to an attorney; right to face accusers

Right to a jury trial in civil suits

Protection from excessive bail; also, cruel and unusual punishment

Rights not restricted to those enumerated in the Constitution

Rights reserved for the states

## Common Core State Standards

Common Core State Standards ([www.corestandards.org](http://www.corestandards.org)) “provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.”

This chart can be used as a quick reference when a teacher wants to find a lesson and the corresponding Common Core State Standards.

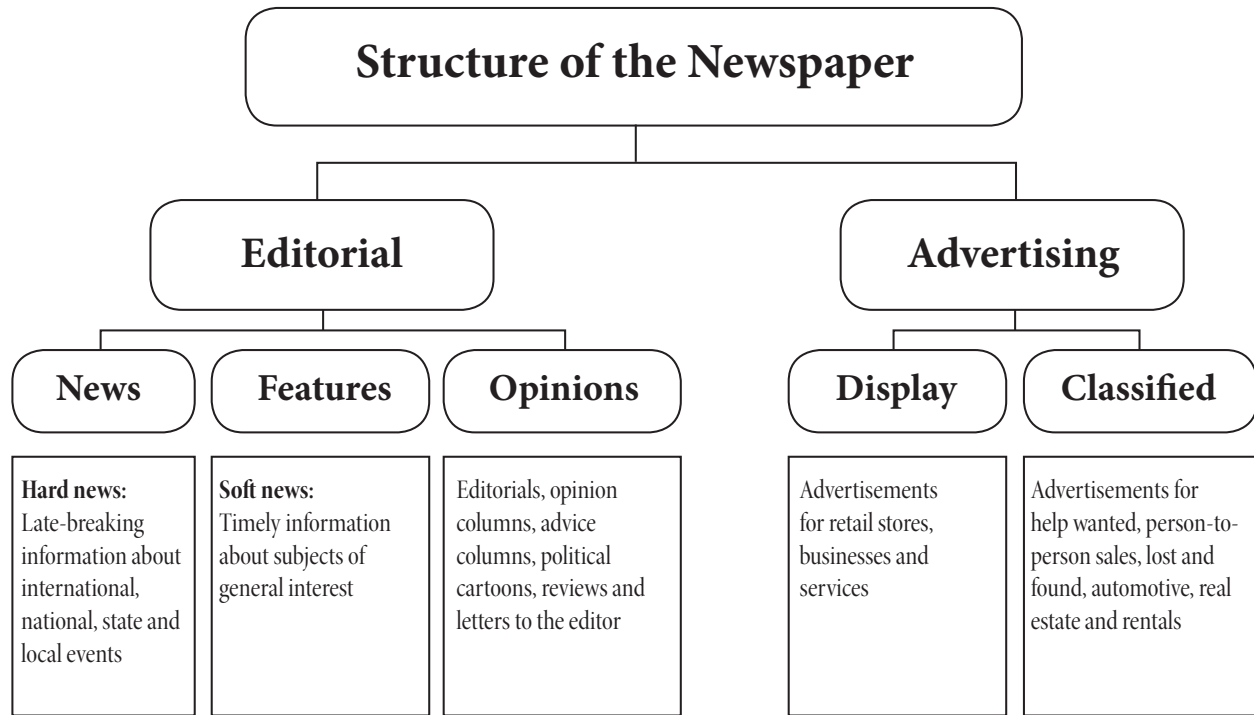
### Standards Alignment Chart

Lesson	Subject	College and Career Readiness Anchor Standards for Reading	College and Career Readiness Anchor Standards for Writing	College and Career Readiness Anchor Standards for Speaking and Listening	College and Career Readiness Anchor Standards for Language
Lesson A	News stories	1, 7	7	1, 4	1, 2
Lesson B	Editorials	1, 7	7	1, 4	1, 2
Lesson C	Features	1, 7		1, 4	1, 2
Lesson 1	Introducing the Bill of Rights (ms*/hs*)	1, 7	7	1, 4	
Lesson 2	Freedom of Speech (ms)	1, 2, 5, 6, 9	1, 7, 9	1, 3	1, 2
Lesson 3	Freedom of Speech (hs)	1, 2, 5, 6, 9		1, 4	3
Lesson 4	Freedom of Press (ms)	1, 2, 5, 6	1, 2, 8	1, 4	
Lesson 5	Freedom of Press (hs)	1, 5, 6	2, 4, 7, 9	1, 4	1, 2
Lesson 6	Freedom of Assembly (ms)	1, 5, 6	2, 4, 6	1, 4	1, 2
Lesson 7	Freedom of Assembly (hs)	1, 5, 6	2, 4, 6	1, 4	1, 2
Lesson 8	Freedom of Petition (ms)	1, 5, 6	2, 4, 6	1, 4	1, 2
Lesson 9	Freedom of Petition (hs)	1, 5, 6	2, 4, 6	1, 4	1, 2
Lesson 10	Freedom of Religion (ms)	1, 2, 5, 6, 9		1, 4	
Lesson 11	Freedom of Religion (hs)	1, 2, 5, 6, 9		1, 4	
Lesson 12	Culminating Lesson (ms/hs)	1, 2, 5, 6, 9, 10	9	1, 4	

\*ms = middle school

\*hs = high school

# Introducing the Newspaper



**News section** – Here you find the first reports of situations that challenge the Bill of Rights. Look for articles about: (a) laws passed by local, state or national legislatures; (b) actions by individuals or groups that are designed to limit the rights of others, such as censorship, picketing offices or buildings; (c) protest activities, such as burning the flag, candlelight vigils outside of government sites; (d) high-interest trials; (e) jury decisions and sentences; and (f) changes in gun control laws and subsequent lobbying efforts.

**Feature stories** – These focus on human interest aspects of groups or individuals who may be trying to affect legislation or public opinion. Look for interviews with activists or background stories on special groups, such as organizations to protect the environment, citizens’ committees to influence lawmakers, animal rights activists, etc. You may find feature stories about alternatives to jail sentences, such as community service hours or rehabilitation programs.

**Opinions** – Editorial pages provide a wide selection of opinion writing. Look for editorials that present the newspaper’s view, op-ed (opposite editorial page) articles that agree or disagree with the editorial view, opinion pieces from political columnists, letters to the editor from concerned readers, and editorial cartoons. Opinion pieces also can be found in other parts of the newspaper. For example, the entertainment section carries reviews of movies and performances, and the sports section often includes opinionated columns.

**Display ads** – These ads for goods and services reflect the diversity of the community and the results of a free enterprise system. Newspapers welcome advertising from reputable businesses. Look for display ads purchased by special groups to promote their viewpoints. Pay attention to display ads from organizations promoting special programs or events.

**Classified ads** – These ads represent person-to-person communication about goods and services. Individuals can “talk” to other community members for a small fee. The classified section is a modern version of the town crier.



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# Mini-Lessons to Teach the Parts of the Newspaper

## Lesson A: News Stories

### OBJECTIVES:

The student will be able to:

- ◆ Identify the lead of a news story.
- ◆ Identify the 5 Ws and the H of a lead.
- ◆ Differentiate between “hard” and “soft” news stories.
- ◆ Write a lead for a news story.

**Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

### College and Career Readiness Anchor Standards for Reading

#### *Key Ideas and Details*

- 1 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.

#### *Integration of Knowledge and Ideas*

- 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

### College and Career Readiness Anchor Standards for Writing

#### *Research to Build and Present Knowledge*

- 7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

### College and Career Readiness Anchor Standards for Speaking and Listening

#### *Comprehension and Collaboration*

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

#### *Presentation of Knowledge and Ideas*

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

### College and Career Readiness Anchor Standards for Language

#### *Conventions of Standard English*

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### MATERIALS:

- ◆ Newspapers
- ◆ Computers with Internet access
- ◆ 5 Ws and H Worksheet (two copies per student)
- ◆ Chalkboard or whiteboard
- ◆ Document camera, overhead projector or interactive whiteboard

#### **Anticipatory Set:**

Write HARD NEWS and SOFT NEWS on the board. Ask students to note similarities and differences. Lead students in understanding that hard news is a news story while soft news is a feature, an editorial or another variation of a written piece.

### PROCEDURES:

- ◆ Read a straight news story (hard news) from the newspaper with students. Project this so all students can see it or distribute individual copies.

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- ◆ Students should examine the story's lead, which will include the who, what, when, where and sometimes the why and how of the story. Students use the 5 Ws and H Worksheet to organize information from the lead.
  - ◆ Show students the difference between a news story and an editorial. Students should notice that the way the lead is written is a defining element as well as the information presented.
  - ◆ In pairs, students should work to brainstorm ideas for their own news stories. Distribute blank copies of the 5 Ws and H Worksheet for students to complete for their articles.
  - ◆ After students finish their lead worksheets, they should compose their leads. Those who can write the entire article may do so if time permits.

- ◆ Students can then produce their articles using the newspaper generator at [www.fodey.com/generators/newspaper/snippet.asp](http://www.fodey.com/generators/newspaper/snippet.asp).
- ◆ Allow students to print their articles.

**Adaptations:**

ELL students and those with special needs can work with partners so they can use their strengths. Consider letting students write their leads in their native languages.

**Student Evaluation:**

This lesson should be assessed informally because the goal is to familiarize students with the concept of a news story. Ensure that all students understand the difference between hard and soft news.

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## 5 Ws and H Worksheet

Name: \_\_\_\_\_

Who? \_\_\_\_\_

What? \_\_\_\_\_

Where? \_\_\_\_\_

When? \_\_\_\_\_

Why? \_\_\_\_\_ (sometimes)

How? \_\_\_\_\_ (sometimes)

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# Mini-Lessons to Teach the Parts of the Newspaper

## Lesson B: Editorials

### OBJECTIVES:

The student will be able to:

- ◆ Identify an editorial in the newspaper.
- ◆ Write an editorial about a school-related issue.

**Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

### College and Career Readiness Anchor Standards for Reading

#### *Key Ideas and Details*

- 1 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.

#### *Integration of Knowledge and Ideas*

- 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

### College and Career Readiness Anchor Standards for Writing

#### *Research to Build and Present Knowledge*

- 7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

### College and Career Readiness Anchor Standards for Speaking and Listening

#### *Comprehension and Collaboration*

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

#### *Presentation of Knowledge and Ideas*

- 4 Present information, findings, and supporting evidence such that listeners can follow the line

of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

### College and Career Readiness Anchor Standards for Language

#### *Conventions of Standard English*

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### MATERIALS:

- ◆ Newspapers
- ◆ Computers with Internet access
- ◆ Headline Handout
- ◆ Scissors
- ◆ Glue sticks or glue
- ◆ Headline Organizer
- ◆ Document camera, overhead projector or interactive whiteboard

### Anticipatory Set:

Introduce students to editorials by distributing the Headline Handout, scissors and glue sticks. Ask them to categorize headlines by cutting and pasting each under the appropriate heading on the Headline Organizer.

### PROCEDURES:

- ◆ Review answers from the Headline Organizer. Monitor students to ensure they understand the difference between news stories and editorials.
- ◆ Students should pick one “soft news” headline and write a letter to the editor about the topic.

- 
- ◆ Before writing, read [www.howtothings.com/hobbies/a4439-how-to-write-an-editorial.html](http://www.howtothings.com/hobbies/a4439-how-to-write-an-editorial.html) with students to review how to write an effective editorial. Display this resource or print and distribute copies for students.
  - ◆ Students should type their editorials. The teacher can bind and make a class book of editorials.

**Adaptations:**

ELL students and those with special needs should be permitted to work with partners on this assignment. Students may also use a topic more familiar to them for writing.

**Student Evaluation:**

Students will be assessed on ability to differentiate between news stories and editorials.

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## Headline Handout

School uniforms newest teen fashion

Raise teen driving age to 21

Texting while driving increases 32 percent, police say

Texting while driving not dangerous

Mandatory school uniform policies differ from state to state

Driving age to increase on Jan. 1

Talking to teens about drugs may become popular in many local homes

Tests show most teens drug-free and sober

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## Headline Organizer

Name: \_\_\_\_\_

News story	Editorial

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# Mini-Lessons to Teach the Parts of the Newspaper

## Lesson C: Features

### OBJECTIVES:

The student will be able to:

- ◆ Identify a feature story.
- ◆ Create a comic strip.

**Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

**College and Career Readiness Anchor Standards for Reading**

#### *Key Ideas and Details*

- 1 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.

#### *Integration of Knowledge and Ideas*

- 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

**College and Career Readiness Anchor Standards for Speaking and Listening**

#### *Comprehension and Collaboration*

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

#### *Presentation of Knowledge and Ideas*

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**College and Career Readiness Anchor Standards for Language**

#### *Conventions of Standard English*

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### MATERIALS:

- ◆ Newspapers
- ◆ Plain white paper
- ◆ Crayons or markers
- ◆ Computers with Internet access

#### **Anticipatory Set:**

Review the term “feature story.” Explain that these types of stories are often referred to as “soft news” because they may entertain, inform or instruct readers about activities or things they enjoy. Share examples with students. Distribute newspapers and ask students to find one example of a feature story to share with the class.

### PROCEDURES:

- ◆ Allow students to share what they found in the newspaper. If one shares a nonfeature story/article, be sure to discuss why that is not a feature. Review these categories with students: human interest, celebrity interviews, advice columns, comic strips, horoscopes and entertainment. Ask students to add categories to the list.
- ◆ Have students look at the comic strips and ask them, “What makes the comics a feature?”
- ◆ In pairs, students create comic strips using plain white paper and markers or crayons to make rough drafts. Strips should have six to seven frames.
- ◆ After students have written and sketched rough drafts, they can use the comic strip creator at [www.readwritethink.org/files/resources/interactives/comic/index.html](http://www.readwritethink.org/files/resources/interactives/comic/index.html) to produce their final drafts.



- 
- ◆ Students should carefully review their strips before printing. Make copies for all students to review, or place each one on the document camera in turn for the class to enjoy.

**Adaptations:**

ELL students and those with special needs could serve as computer gurus and input information for the group, or they can create their comic strips using three to four frames.

**Student Evaluation:**

Students should be evaluated on ability to distinguish between hard news and soft news.

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# Teaching Citizenship With the Newspaper for Middle and High School Students

## Lesson 1 Introducing the Bill of Rights

### Introductory Material

**Grade Levels:** Middle and High School Social Studies

#### **OBJECTIVES:**

The student will be able to:

- ◆ Define the components of the Bill of Rights.
- ◆ Define each freedom.
- ◆ Identify the Founding Fathers using a variety of clues.
- ◆ Apply the Bill of Rights to their daily lives through class discussion.

**Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

#### **College and Career Readiness Anchor Standards for Reading**

##### *Key Ideas and Details*

- 1 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.

##### *Integration of Knowledge and Ideas*

- 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

#### **College and Career Readiness Anchor Standards for Writing**

##### *Research to Build and Present Knowledge*

- 7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

#### **College and Career Readiness Anchor Standards for Speaking and Listening**

##### *Comprehension and Collaboration*

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

##### *Presentation of Knowledge and Ideas*

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

#### **MATERIALS:**

- ◆ Document camera, overhead projector or interactive whiteboard
- ◆ Computers with Internet access
- ◆ Freedom Graphic Organizer
- ◆ Founding Fathers – Who Am I? Worksheet
- ◆ Copy of Constitution
- ◆ Butcher paper, chalkboard or whiteboard

### Lesson Development

#### **Anticipatory Set:**

Ask students their definition of freedom and how it influences their decision-making. Combine the discussion of freedom with background on the Bill of Rights.

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## PROCEDURES:

- ◆ Explain the foundations of the Bill of Rights – the first 10 amendments to the Constitution. Leaders of the original colonies were dissatisfied because the first Constitution did not specify individual rights. They refused to ratify or pass it without a Bill of Rights, which was part of a compromise that ultimately resulted in passage of the Constitution. The amendments, which became part of the Constitution in 1791, protect individual rights from government intrusion.
- ◆ Require students to think-pair-share. Ask them to *think* for two minutes about what government intrusion means. Students should write words or phrases that come to mind. Ask students to *pair* with a classmate to discuss words or phrases on their lists. Ask the pairs to *share* what was discussed. The teacher may want to take notes on butcher paper or the board as students discuss their perceptions of government intrusion. This is essential for students to understand so they can conceptualize individual rights.
- ◆ Explain that the most basic freedoms are guaranteed in the 45 words of the First Amendment.
- ◆ Distribute the Freedom Graphic Organizer for student use throughout the unit. After each freedom is discussed, students should complete the corresponding space with notes.
- ◆ Display or distribute a copy of the Bill of Rights for students to read aloud. A copy is available on page 6 or at [www.archives.gov/historical-docs/document.html?doc=4&title.raw=Bill%20of%20Rights](http://www.archives.gov/historical-docs/document.html?doc=4&title.raw=Bill%20of%20Rights).
- ◆ Explain that the First Amendment guarantees five freedoms. Write FREEDOM OF SPEECH on the board and ask students to define, in their own words, what this means.
- ◆ Define freedom of speech using student input. Freedom of speech prevents the government from making laws that might stop citizens from expressing their opinions.
- ◆ Ask students to define freedom of press and then define it with their input. Explain that freedom of press allows citizens to obtain information from different sources while having no governmental interference with publishing. Ask students to cite examples.
- ◆ Define freedom of petition with student input. Freedom of petition means that citizens can ask for changes in government by collecting signatures or lobbying for support. Some students may have personal experience with petitions. Allow students to share their experiences. An essential element to comprehension is helping students make personal connections. Other students may find that they, too, have experiences that fit into one or more freedoms guaranteed under the Constitution.
- ◆ Define freedom of religion, which allows citizens to choose where and how they worship and prevents the government from establishing a formal religion.
- ◆ Define freedom of assembly, which allows citizens to meet in public and private gatherings. Allow students to share personal experiences and/or their own definitions based on prior knowledge.
- ◆ Distribute the Founding Fathers – Who Am I? Worksheet. Students may need to review the Founding Fathers.
- ◆ Explain that each scenario is about a founding father who contributed to the Bill of Rights and that students can use multiple sources to identify each mystery person. Encourage use of primary and secondary sources.

### Closure:

Ask students to write one fact learned from their research but not listed on the worksheet about one founding father.

### Student Evaluation:

Students can be informally assessed using the worksheet.

### Adaptations:

ELL students and those with special learning needs should work with partners. If students are new to the United States, the teacher may want to spend additional time instructing them on who the Founding Fathers were. Providing photographs of each founder and listing their accomplishments under each will give ELL students visual aids to support their work.

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# Freedom Graphic Organizer

Name: \_\_\_\_\_

**Freedom No. 1:**

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**Freedom No. 2:**

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**Freedom No. 3:**

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**Freedom No. 4:**

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**Freedom No. 5:**

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## Founding Fathers – Who Am I? Worksheet

Name: \_\_\_\_\_

Use the names below to help determine which Founding Father matches the appropriate clue and place the correct names in the right column. You may use the Internet, encyclopedias or other books, and primary and secondary sources.

- **Thomas Mifflin**                      • **George Washington**                      • **James Madison**                      • **John Adams**
- **Robert Morris**                      • **Thomas Jefferson**                      • **George Mason**                      • **Alexander Hamilton**

Clues	Who Am I?
I was an important financier during the American Revolution. I was one of the signers of the Declaration of Independence and Constitution. Although I have many notable accomplishments, I spent several years in debtors' prison. Two universities are named after me.	
I was one of the “fathers” of the Bill of Rights. I pressed for individual rights in the Constitution. The Bill of Rights was based on my work with the Virginia Declaration of Rights. A university in Virginia is named after me.	
I assisted Thomas Jefferson in writing the Declaration of Independence. I had the honor of being the first vice president of the United States under George Washington. I also was the second president of the United States. My son became the sixth president of the United States.	
It was rumored that I chopped down a cherry tree. I was one of the most influential military leaders during the American Revolution. I presided over the writing of the Constitution. I was the first president of the United States.	
I had the privilege of being the first secretary of the Treasury. I founded the Bank of New York and the U.S. Mint. I am the featured face on the \$10 bill.	
I was the main author of the Declaration of Independence. I served in numerous positions, including U.S. president and governor of Virginia. I was a pioneering architect who designed the University of Virginia and Monticello.	
I was author of the Constitution and the Bill of Rights. I was secretary of state under Thomas Jefferson and became the fourth president of the United States.	
I was the first governor of Pennsylvania, and numerous places there are named after me. I was a general in the Army during the American Revolution. I signed the Declaration of Independence.	

## Lesson 2

### Freedom of Speech

(lesson may take two or three days)

#### Introductory Material

Grade Level: Middle School Social Studies

#### OBJECTIVES:

The student will be able to:

- ◆ Read about a controversial issue in the newspaper.
- ◆ Write his/her opinions about a topic of choice.
- ◆ Analyze how opinions relate to issues involving freedom of speech.
- ◆ Write a letter to the editor.

**Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

#### College and Career Readiness Anchor Standards for Reading

##### Key Ideas and Details

- 1 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.
- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

##### Craft and Structure

- 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- 6 Assess how point of view or purpose shapes the content and style of a text.

##### Integration of Knowledge and Ideas

- 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### College and Career Readiness Anchor Standards for Writing

##### Text Types and Purposes

- 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

##### Research to Build and Present Knowledge

- 7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- 9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### College and Career Readiness Anchor Standards for Speaking and Listening

##### Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### College and Career Readiness Anchor Standards for Language

##### Conventions of Standard English

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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## MATERIALS:

- ◆ Freedom of Speech Handout
- ◆ Letter to the Editor Rubric
- ◆ Newspapers
- ◆ Overhead projector or document camera
- ◆ Chalkboard or whiteboard

## Lesson Development

### Anticipatory Set:

Display this quote by U.S. Supreme Court Justice Oliver Wendell Holmes: “The most stringent protection of free speech would not protect a man in falsely shouting fire in a theatre and causing a panic. . . . The question in every case is whether the words used are used in such circumstances and are of such a nature as to create a clear and present danger that they will bring about the substantive evils that Congress has a right to prevent.” Students will write two- or three-sentence interpretations of the quote and how it affects their lives. Allow students to share their interpretations with classmates in small groups or as a class.

### PROCEDURES:

- ◆ Introduce the concept of freedom of speech. Explain that this was developed so citizens could criticize and challenge the government without punishment.
- ◆ Explain that freedom of speech allows people to gain knowledge and reveal the truth as they interpret it. By revealing the truth, freedom of speech allows community members to express their viewpoints and allows others to provide arguments to counter an issue.
- ◆ Explain that freedom of speech includes protesting through symbolic representations of speech, such as wearing armbands to support a cause.
- ◆ Explain that students will focus on writing letters to the editor of the newspaper.
- ◆ Write these terms on the board: OPINION and EDITORIAL. Have students create their own definitions for class use.
- ◆ In preparation for writing letters to the editor, students should work in pairs to complete the Freedom of Speech Handout. Distribute newspapers to accompany the handouts.
- ◆ Explain Part A of the handout. Students should note predictions about what newspaper editors and people in the community will discuss.

- ◆ Explain that in Part B, students should note topics not predicted in Part A.
- ◆ Explain that in Part C, students should write their own opinions in response to a letter to the editor. Explain that no right or wrong answers result from maintaining neutrality. Discuss answers and interpretations with students.
- ◆ After students have completed the handout, they should brainstorm on topics for their own letters to the editor. Consider making a class list for student use.
- ◆ Students should write letters to the editor on their chosen topics.
- ◆ Students should engage in peer editing and teacher conferences, if time permits, before creating final drafts.
- ◆ Students can publish their letters on the school or library website.

### Closure:

Have students discuss their findings in small groups. Each student will be required to write three supporting viewpoints and three counterarguments about one letter to the editor on a sheet of notebook paper.

### Student Evaluation:

Students will be evaluated using the Letter to the Editor Rubric.

### Adaptations:

ELL students and those with special learning needs should work with partners to complete the handout and writing assignment. They may need an article starter to begin writing. Allow ELL students to write in their native languages.

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## Freedom of Speech Handout

Name: \_\_\_\_\_

### Part A

**Directions:** Before reading the newspaper, divide this section into two columns. The first should include your predictions of topics that newspaper editors will discuss. The second should include topics that you think people in the community will discuss. Please write four items in each column.

### Part B

**Directions:** Read the editorial section of your paper and analyze your topics from Part A. Confirm your predictions by indicating whether they are correct and add new topics not covered in Part A.

### Part C

**Directions:** Choose one topic from any on your list. Discuss your opinions about the subject matter. Remember, there are no right or wrong answers.



## Letter to the Editor Rubric

Name: \_\_\_\_\_

	4	3	2	1
<b>Voice</b>	Provides a clear opinion and supports it in an extremely effective manner.	Provides a clear opinion and supports it effectively.	Does not provide opinion or does not support it effectively.	Does not provide opinion.
<b>Supporting details</b>	Provides sufficient number of supporting details relating directly to the opinion.	Provides a number of supporting details relating to the opinion.	Provides one or two supporting details relating to the opinion.	Does not provide supporting details.
<b>Mechanics</b>	Writing has no mechanical errors.	Writing has one or two mechanical errors.	Writing has three or four mechanical errors.	Writing has five or more mechanical errors.
<b>Spelling</b>	Writing has no spelling errors.	Writing has one spelling error.	Writing has two spelling errors.	Writing has three or more spelling errors.

Total score: \_\_\_\_\_ /16 points

Teacher's comments:

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## Lesson 3

### Freedom of Speech

(lesson may take one or two days)

#### Introductory Material

Grade Level: High School Social Studies

#### OBJECTIVES:

The student will be able to:

- ◆ Distinguish between bias and propaganda in political information.
- ◆ Make inferences about making informed decisions before voting.
- ◆ Participate in a mock vote on a classroom referendum.
- ◆ Complete a Quick Write as a formative assessment.

**Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

#### College and Career Readiness Anchor Standards for Reading

##### Key Ideas and Details

- 1 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.
- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

##### Craft and Structure

- 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- 6 Assess how point of view or purpose shapes the content and style of a text.

##### Integration of Knowledge and Ideas

- 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### College and Career Readiness Anchor Standards for Speaking and Listening

##### Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

##### Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

#### College and Career Readiness Anchor Standards for Language

##### Knowledge of Language

- 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

#### MATERIALS:

- ◆ Newspapers
- ◆ Plain white paper
- ◆ Referendum ballot (created by teacher)
- ◆ Quick Write Rubric
- ◆ Chalkboard or whiteboard

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## Lesson Development

### Anticipatory Set:

On the board, write “My vote is not going to make a difference.” Have students create a brief sketch on plain white paper of a person who might make that type of statement. Students should briefly share their sketches with the class. They should explain what they have drawn and why they chose to draw it.

### PROCEDURES:

- ◆ Explain that the United States is a federal republic. Citizens elect representatives who make public policies and laws. Explain that in a republic and a democracy, citizens have the opportunity to learn about political candidates.
- ◆ Have students brainstorm in pairs and create lists about how they can become informed voters. Make a class list of responses.
- ◆ Have students search the newspaper for examples of people becoming informed voters. What does that mean? How can citizens become informed voters? Cite examples of people becoming informed citizens. What do they do?
- ◆ Have students search the newspaper for examples of political issues.
- ◆ Have students evaluate words and language used in articles. Explain that author tone is important in distinguishing political bias.
- ◆ Have students note keywords in articles that indicate bias.
- ◆ Introduce the concept of a referendum, the process by which voters can approve or reject a policy passed by a state or local government.
- ◆ Lead a class discussion about a policy or decision that has affected the classroom environment or school district.
- ◆ Explain that the class will participate in a mock referendum. Explain that the referendum is different than voting for a political candidate because a referendum involves voting on a specific issue.
- ◆ The teacher and students should create a list of issues on which students should vote. Create a ballot with questions to be answered with a “yes” or a “no.”
- ◆ Explain to students that ballots will remain anonymous. After tallying votes, reveal the outcome and ask students about the importance of voting and being informed.
- ◆ Ask students the following questions: Did you expect this outcome from the votes? Why or why not? How would the election be different if voters’ confidentiality was disclosed?

### Closure:

Students will complete Quick Write papers answering why unbiased sources of information provide better background material for making informed decisions.

### Student Evaluation:

Students will be informally assessed on ability to synthesize the information in their Quick Write papers. To complete the Quick Write, students should write on the topic for 10 minutes, paying special attention to the focus of the topic as well as mechanics. Always distribute rubrics prior to assignments so students are aware of the teacher’s expectations. The Quick Write Rubric can be used for assessment purposes.

### Adaptations:

ELL students and those with special needs can verbalize their understanding to the teacher instead of writing papers. The ballot can be read to students, and they can vote anonymously with the teacher.

## Quick Write Rubric

Name: \_\_\_\_\_

CATEGORY	5	3	1	0
<b>Content: Topic</b>	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear, but supporting information is general.	Main idea is somewhat clear, but more supporting information is clearly needed.	Main idea is unclear. There is a seemingly random collection of information.
<b>Sentence Structure</b>	All sentences are written clearly, and author uses a variety of sentences.	Most sentences are written clearly with a variety of sentences.	Most sentences are written clearly but have a similar structure.	Sentences lack structure and appear incomplete or rambling.
<b>Grammar and Spelling</b>	Writer makes no grammatical or spelling errors.	Writer makes one or two grammatical or spelling errors.	Writer makes three or four grammatical or spelling errors.	Writer makes more than four grammatical or spelling errors.
<b>Capitalization and Punctuation</b>	Writer makes no capitalization or punctuation errors, so paper is exceptionally easy to read.	Writer makes one or two capitalization or punctuation errors, but paper is easy to read.	Writer makes a few capitalization and/or punctuation errors that catch the reader's attention and interrupt flow.	Writer makes several capitalization and/or punctuation errors that catch the reader's attention and greatly interrupt flow.

Total score: \_\_\_\_\_ /20 points

Teacher's comments:

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## Lesson 4 Freedom of Press

### Introductory Material

Grade Level: Middle School Social Studies

#### OBJECTIVES:

The student will be able to:

- ◆ Locate various sections of the newspaper.
- ◆ Analyze content of a newspaper article.
- ◆ Discuss the value of a free press in a free society.

**Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

#### College and Career Readiness Anchor Standards for Reading

##### *Key Ideas and Details*

- 1 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.
- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

##### *Craft and Structure*

- 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- 6 Assess how point of view or purpose shapes the content and style of a text.

#### College and Career Readiness Anchor Standards for Writing

##### *Text Types and Purposes*

- 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

##### *Research to Build and Present Knowledge*

- 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

#### College and Career Readiness Anchor Standards for Speaking and Listening

##### *Comprehension and Collaboration*

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

##### *Presentation of Knowledge and Ideas*

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

#### MATERIALS:

- ◆ Computer with Microsoft PowerPoint
- ◆ Interactive whiteboard
- ◆ Freedom of Press Worksheet
- ◆ Exit ticket
- ◆ Newspapers

## Lesson Development

### Anticipatory Set:

Explain that a free press means that the press is not restricted by governmental control or censorship. Newspaper editors are free to include any information they believe is appropriate in the publication. As a learning tool, guide students through the following chart, using an interactive whiteboard if one is available. If not, use the chart as a reproducible. Ask students to work with partners to find the following items in the newspaper and document their page numbers.

Item	Page Number
Sports information	
A map	
An ad for food	
An article about your town or city	
A picture	
A crossword puzzle	
An ad for clothing	
Information about TV programs	
Information about a job	

### PROCEDURES:

- ◆ Explain to students that the Founding Fathers guaranteed freedom of press so the press could serve as the “public watchdog.”
- ◆ Explain that this freedom extends to other media that did not exist when the Bill of Rights was ratified, such as broadcast news and news websites.
- ◆ Lead students in a discussion of what a public watchdog might be, look like or do.
- ◆ Explain that the press informs citizens how to make better decisions about whom to vote for and provides information about various issues to support.
- ◆ Ask students to discuss governmental decisions that affect their community and its schools.
- ◆ Distribute the Freedom of Press Worksheet. Students should work in pairs or small groups to complete these activities.
- ◆ Tell students to find and read a newspaper article about a governmental issue that has affected the school or community. Explain that they should write a one-sentence summary of the article in Part A of the worksheet.
- ◆ Students should expand their summaries of the article by writing one-sentence responses to the

questions listed in Part B of the worksheet. They should discuss their answers with their partners or groups.

- ◆ Explain that students will find newspaper articles about different levels of government. In Part C of the worksheet, they should write the title of each article along with a sentence that explains why citizens should know this information.

### Closure:

Ask groups to meet and look at information collected in Part C. Ask students to discuss in their groups which article was most important to their community.

### Student Evaluation:

Students will be informally assessed on engagement in class discussion and completion of the Freedom of Press Worksheet.

### Adaptations:

Because the assignment already involves group work, be sure to place ELL students and/or those with special needs in groups that support their needs but also allow their strengths to be highlighted.

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## Freedom of Press Worksheet

Name: \_\_\_\_\_

### Part A

**Directions:** With a partner or small group, read a newspaper article about a governmental issue that has affected your school or community. Write a one-sentence summary of the article.

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### Part B

**Directions:** Using the article from Part A, write one-sentence responses to these questions. Discuss your answers with your partner or group.

1. Who is the subject of the article?

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2. What is the article about?

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3. Where did the action take place?

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4. When did the action take place?

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5. Why is the information important?

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**Part C**

**Directions:** With your partner or group, find articles in the newspaper about each level of government listed below. Note the title of each article in the second column. In the third column, write a sentence for each article explaining why it is important for citizens to know this information. When finished, meet with another group to compare findings and to determine which issue is most important to the community.

<b>Government Official or Group</b>	<b>Title of Article</b>	<b>Why Should Citizens Be Informed?</b>
National Elected Official (President, Congress)		
State Elected Official (Governor, State Lawmaker)		
Local Elected Official (Mayor, School Board Member)		
Local Governmental Group (Water Authority, Zoning)		
Tax-supported service (Human Service Agencies)		



## Lesson 5 Freedom of Press

### Introductory Material

Grade Level: High School Social Studies

#### OBJECTIVES:

The student will be able to:

- ◆ Analyze the importance of freedom of press.
- ◆ Explore differences between being objective and biased.

**Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

#### College and Career Readiness Anchor Standards for Reading

##### *Key Ideas and Details*

- 1 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.

##### *Craft and Structure*

- 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- 6 Assess how point of view or purpose shapes the content and style of a text.

#### College and Career Readiness Anchor Standards for Writing

##### *Text Types and Purposes*

- 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

##### *Production and Distribution of Writing*

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

##### *Research to Build and Present Knowledge*

- 7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- 9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### College and Career Readiness Anchor Standards for Speaking and Listening

##### *Comprehension and Collaboration*

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

##### *Presentation of Knowledge and Ideas*

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

#### College and Career Readiness Anchor Standards for Language

##### *Conventions of Standard English*

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### MATERIALS:

- ◆ Newspapers
- ◆ Venn Diagram
- ◆ Freedom of Press Handout
- ◆ Document camera or overhead projector

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## Lesson Development

### Anticipatory Set:

Provide students with these quotes on the document camera or overhead projector:

- ◆ “A good newspaper, I suppose, is a nation talking to itself.” (Arthur Miller, playwright)
- ◆ “If all printers were determined not to print anything till they were sure it would offend nobody, there would be very little printed.” (Benjamin Franklin)

Ask students to compare and contrast the meaning of each quote using the Venn Diagram.

### PROCEDURES:

- ◆ Explain that press freedom extends to media that did not exist when the Bill of Rights was ratified.
- ◆ Explain that the Founding Fathers believed people have the ability to make rational decisions when provided with sufficient information.
- ◆ Explain that the press can report about government actions and decisions that are appealing and unappealing to the public.
- ◆ Explain that the press can be objective or biased on a specific topic or issue.
- ◆ Have students search newspapers for examples of conflict within the United States and internationally.
- ◆ Explain that students should carefully examine one article involving a national or international conflict.

- ◆ Explain that students will answer questions about the article in Part A of the Freedom of Press Handout.
- ◆ Explain that in Part B, they will rewrite a paragraph they consider biased to make it unbiased, or rewrite an unbiased paragraph so that it is completely biased. Students should be encouraged to use a thesaurus or dictionary. Students should attach the article to the back of the worksheet.

### Closure:

Students will turn in their completed Venn Diagrams from the Anticipatory Set as their exit tickets.

### Student Evaluation:

Students will be informally assessed on engagement by providing the teacher with their Venn Diagrams, Freedom of Press Handouts and rewritten paragraphs.

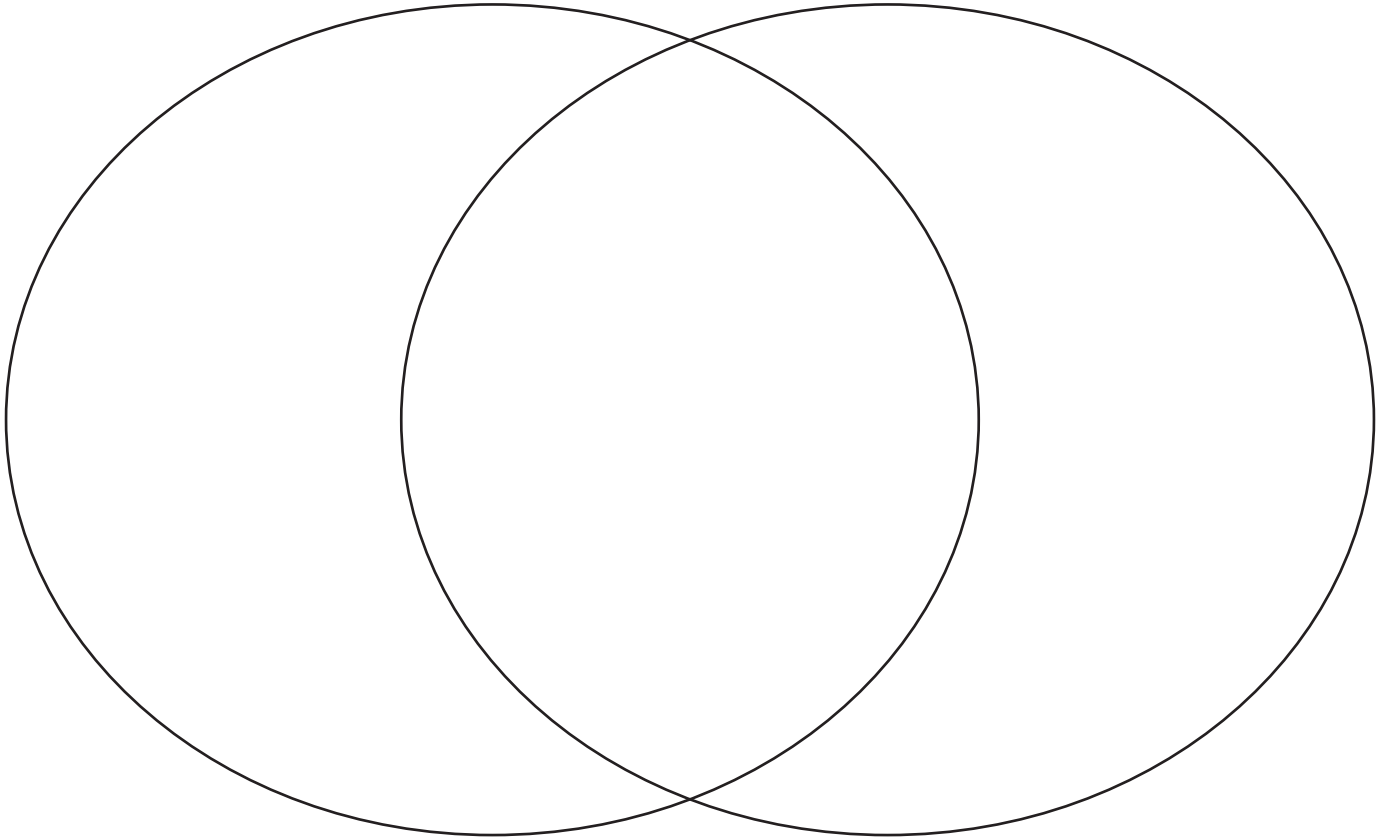
### Adaptations:

ELL students and those with special learning needs should work with partners to complete rewritten paragraphs. An alternative is to allow students to underline or highlight biased words in the newspaper article and then write unbiased words directly above the highlighted ones.

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## Venn Diagram

Name: \_\_\_\_\_



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## Freedom of Press Handout

Name: \_\_\_\_\_

### Part A

**Directions:** Answer these questions using complete sentences.

1. What is the difference between conflict and controversy? Use an example from the newspaper.

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2. What is your definition of controversy? How does it differ from the dictionary definition?

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3. What is a controversial event that was covered by the newspaper? Is this “event” a controversy or a problem? Explain your answer.

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4. In your opinion, what is the responsibility of the press? Do you think the press should report certain types of stories? Explain your answer.

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### Part B

**Directions:** Carefully examine one article that involves conflict within the United States or internationally. On the back of this worksheet, rewrite one paragraph that you consider to be biased and make it unbiased, or rewrite an unbiased paragraph so that it is completely biased. Use the thesaurus or dictionary. Attach the article to the back of this worksheet.

## Lesson 6

### Freedom of Assembly

#### Introductory Material

Grade Level: Middle School Social Studies

#### OBJECTIVES:

The student will be able to:

- ◆ Analyze the newspaper for examples of peaceful and riotous assemblies.
- ◆ Identify principles and ideals within the Bill of Rights, paying special attention to the right of assembly.
- ◆ Create a poster that identifies an example of a public assembly.

**Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

#### College and Career Readiness Anchor Standards for Reading

##### Key Ideas and Details

- 1 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.

##### Craft and Structure

- 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- 6 Assess how point of view or purpose shapes the content and style of a text.

#### College and Career Readiness Anchor Standards for Writing

##### Text Types and Purposes

- 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

##### Production and Distribution of Writing

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### College and Career Readiness Anchor Standards for Speaking and Listening

##### Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

##### Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

#### College and Career Readiness Anchor Standards for Language

##### Conventions of Standard English

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### MATERIALS:

- ◆ Newspapers
- ◆ Chalkboard or whiteboard
- ◆ Markers
- ◆ White paper
- ◆ Poster Rubric
- ◆ Chart paper
- ◆ Poster board or construction paper

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## Lesson Development

### Anticipatory Set:

Write the word ASSEMBLY on the board. Prompt students to define what it means to assemble.

After students have shared possible definitions, ask them to close their eyes and think of a time when they may have witnessed a group of people assembling or exercising their right to assemble. Distribute plain white paper to students and ask them to complete a “quick draw” of that scene in five minutes without using words. Students should then exchange drawings and try to guess what is portrayed in each.

### PROCEDURES:

- ◆ After students have completed and exchanged drawings, ask volunteers to share with the class. Discuss parts of each scene, emphasizing elements that help define the right to assemble.
  - ◆ Introduce the lesson by explaining that freedom of assembly is one of the five freedoms guaranteed in the First Amendment.
  - ◆ Ask students to share examples of assemblies (i.e., strikes, concerts, ceremonies, rallies).
  - ◆ Ask students to share experiences they have had with assemblies, directly or indirectly.
  - ◆ Ask whether their experiences were peaceful or dangerous.
  - ◆ Ask students to think about this question: Is there a link between supporting a cause and demonstrating (gathering for assembly)?
  - ◆ Explain that the purpose of this activity is to get students to think about different types of assemblies. Explain that they will search the newspaper for examples of assemblies and create a poster about an event.
- ◆ Students will create posters with these required elements:
    - a) name of the group
    - b) date of the event
    - c) why the event is significant
    - d) why people should attend the event.
  - ◆ Distribute the poster board or construction paper and markers. An alternative is to allow students to complete the assignment using word processing or another computer program.
  - ◆ Collect posters at the end of class and hang them in the classroom or hallway.

### Closure:

Ask students whether their definitions of assembly have changed after reading the newspaper and creating posters that describe examples of assemblies.

### Student Evaluation:

Students will be formally evaluated using the Poster Rubric.

### Adaptations:

Give ELL students or those with special needs extra time to complete the assignment. Allow ELL students to use pictures in place of words or to work with partners. Many of the terms are abstract, so this can be difficult for students whose first language is not English.

## Poster Rubric

Name: \_\_\_\_\_

Criteria	10	5	0
Content	Poster is highly descriptive. It explains the public event and how it relates to freedom of assembly.	Poster is somewhat descriptive or somewhat explains the event. Poster sufficiently explains how the event relates to freedom of assembly.	Poster is neither descriptive nor does it explain the event. Poster does not explain how the event relates to freedom of assembly.
Elements	Name, date, event and persuasive content are present.	One required element is missing.	Two or more required elements are missing.
Mechanics	Poster has no more than one capitalization, punctuation and/or grammatical error.	Poster has two or three capitalization, punctuation and/or grammatical errors.	Poster has four or more capitalization, punctuation and/or grammatical errors.
Spelling	There are no misspellings.	There is one spelling error.	There are two or more spelling errors.

**Total score:** \_\_\_\_\_ /40 points

**Teacher's comments:**

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## Lesson 7

### Freedom of Assembly

#### Introductory Material

Grade Level: High School Social Studies

#### OBJECTIVES:

The student will be able to:

- ◆ Identify groups whose members share common interests.
- ◆ Describe how groups influence the government.
- ◆ Demonstrate understanding between peaceful and riotous assemblies.

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

#### College and Career Readiness Anchor Standards for Reading

##### Key Ideas and Details

- 1 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.

##### Craft and Structure

- 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- 6 Assess how point of view or purpose shapes the content and style of a text.

#### College and Career Readiness Anchor Standards for Writing

##### Text Types and Purposes

- 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

#### Production and Distribution of Writing

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### College and Career Readiness Anchor Standards for Speaking and Listening

##### Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

##### Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

#### College and Career Readiness Anchor Standards for Language

##### Conventions of Standard English

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### MATERIALS:

- ◆ Concept Map Handout
- ◆ Newspapers
- ◆ Freedom of Assembly Handout
- ◆ Exit Ticket



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## Lesson Development

### Anticipatory Set:

The First Amendment guarantees each citizen the right to meet others to discuss ideas and protest government actions. Many citizens believe their influence on political and governmental decisions is stronger if they are part of an organized group seeking the same political objective. Show clips of opposing political views in terms of peaceful and riotous assemblies involving the same issue. After students have viewed each video, discuss elements that highlighted the participants' right to assemble.

### PROCEDURES:

- ◆ Distribute a Concept Map Handout to each student. Ask students to complete their maps by defining what it means to assemble. Ask them to share with the class and add information they find helpful to their maps.
- ◆ Define riot.
- ◆ Define peace.
- ◆ Ask for examples of peaceful and riotous assemblies.
- ◆ Distribute newspapers and the Freedom of Assembly Handout.
- ◆ Tell students they will find five examples of groups that have assembled or are planning to assemble in public places.
- ◆ Explain that students will read the newspaper to find examples of groups that support a common cause.
- ◆ Tell them to look for what the group wants the government to do about the cause.

- ◆ Explain that students will express their opinion about each group or cause. Explain also that there is no wrong answer when it comes to personal opinion.

### Closure:

Distribute the Exit Ticket and ask students to answer these questions:

- ◆ What do your findings say about the diversity of groups in your community?
- ◆ How do these groups improve our society and guarantee that the government is responsive to the people?

### Student Evaluation:

Students can be informally assessed by ensuring they understand the concept of assembly in terms of the First Amendment. The teacher should also ask students throughout the activity if they are having concerns with identifying headlines or different concepts of freedom of assembly. The Exit Ticket can provide outcome-based assessment.

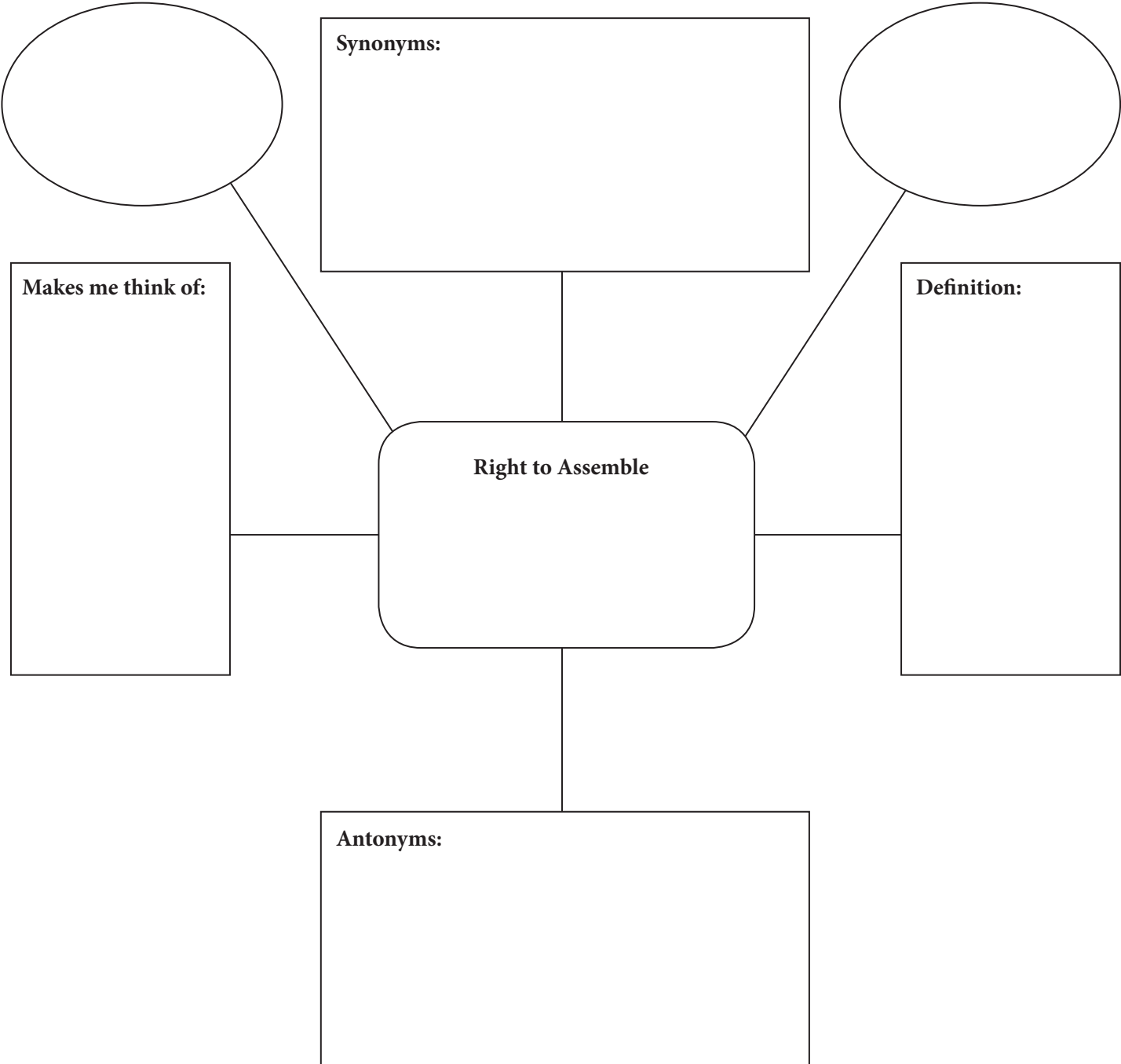
### Adaptations:

ELL students and those with special learning needs should work with partners to find two or three articles instead of five. If English is not students' first language, read the articles aloud to them or allow a student to do so.

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# Concept Map Handout

Name: \_\_\_\_\_



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## Freedom of Assembly Handout

Name: \_\_\_\_\_

**Directions:** Find examples in the newspaper of people meeting to support a common cause. Identify the group, write one or two sentences describing the cause and explain in one or two sentences the government action that the group is trying to influence. Also, write a one- or two-sentence response explaining your opinion on the issue.

Name of group	Group's cause	What the group wants the government to do	Your opinion

.....

## Exit Ticket

Name: \_\_\_\_\_

1. What do your findings say about the diversity of groups in your community?

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2. How do these groups improve our society and guarantee that the government is responsive to the people?

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## Lesson 8 Freedom of Petition

### Introductory Material

Grade Level: Middle School Social Studies

#### OBJECTIVES:

The student will be able to:

- ◆ Recognize that primary documents must be used to understand the meaning and effort used to create the Bill of Rights.
- ◆ Propose a petition based on an issue at the local or national level.
- ◆ Justify the use of petition to raise awareness about an issue.

**Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

#### College and Career Readiness Anchor Standards for Reading

##### Key Ideas and Details

- 1 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.

##### Craft and Structure

- 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- 6 Assess how point of view or purpose shapes the content and style of a text.

#### College and Career Readiness Anchor Standards for Writing

##### Text Types and Purposes

- 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

#### Production and Distribution of Writing

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### College and Career Readiness Anchor Standards for Speaking and Listening

##### Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

##### Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

#### College and Career Readiness Anchor Standards for Language

##### Conventions of Standard English

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### MATERIALS:

- ◆ T-Chart
- ◆ Newspapers
- ◆ Computers with access to Microsoft Office Suite
- ◆ Freedom of Petition Assignment
- ◆ Freedom of Petition Rubric

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## Lesson Development

### Anticipatory Set:

Write this prompt on the board: “When people attempt to solve problems, they are hoping to bring about change in a situation.” Use the T-Chart to list problems on one side and possible solutions on the other.

### PROCEDURES:

- ◆ Explain that problem-solving is one aspect that defines political campaigns for elected or non-elected officials.
- ◆ Ask students: Can problem-solving lead to a different set of challenges? Why or why not?
- ◆ Define the word petition. Petition is defined as a formal, written request typically signed by many individuals.
- ◆ Ask students: How is freedom of petition related to freedom of speech? Lead students in a discussion about this.
- ◆ Distribute newspapers.
- ◆ Explain that students will work in groups of four to find examples of issues and change in their local community.
- ◆ Cite examples of when use of a petition would be appropriate – i.e., a petition to the school principal to make pizza a school lunch option daily.
- ◆ Distribute the Freedom of Petition Assignment and Rubric. Explain that students will create a petition based on an issue in their community.
- ◆ Explain that the petition must include these details:
  - A descriptive title of the cause
  - One or two sentences about the cause

- One or two facts about the cause
- A fact sheet with a signature box
- A signature box with room for 10 people to sign the petition.

Students can use Microsoft Office Suite to create the petition or write it by hand.

- ◆ After groups create their petitions, they should elect representatives to visit the other groups and discuss gathering signatures in support of their causes. Each group representative should be informed about the cause and persuasive in nature. A representative’s goal is to win support or “votes.”
- ◆ After signatures are collected, guide the class in another discussion about the importance of petitions and the learning experience.

### Closure:

Ask students: Has technology allowed petitions to circulate more easily, or has it tainted delivery of messages? Students should write two things they learned from the experience.

### Student Evaluation:

Students will be formally assessed using the Freedom of Petition Rubric.

### Adaptations:

ELL students and those with special learning needs should work with partners.

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# T-Chart

Name: \_\_\_\_\_

Problems	Solutions

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## Freedom of Petition Assignment

Local government is taking a creative approach to interest students – future voters – in politics. Your school district superintendent has asked your teacher to gather a report about different community causes in which students are interested. The teacher accepted this challenge and has asked students to create a petition about a specific issue or cause. The teacher and superintendent ask that you include these items in your petition:

- ◆ A descriptive title of the cause
- ◆ One or two sentences about the cause
- ◆ One or two facts about the cause
- ◆ A fact sheet with a signature box
- ◆ A signature box with room for 10 people to sign the petition.

You must visit the other groups to collect signatures and rally support for your cause.



## Freedom of Petition Rubric

Name: \_\_\_\_\_

	5	4	3	1
<b>Content</b>	All supporting evidence is listed on the petition.	At least three supporting details are listed on the petition.	At least one supporting detail is listed on the petition.	No supporting details are listed on the petition.
<b>Title</b>	Event title is listed on the petition.			Event title is not listed on the petition.
<b>Mechanics/ Grammar</b>	Capitalization, punctuation, spelling and grammar are correct.	There are one or two errors in capitalization, punctuation, spelling or grammar.	There are three or four errors in capitalization, punctuation, spelling or grammar.	There are more than four errors in capitalization, punctuation, spelling or grammar.
<b>Appearance</b>	Elements of the petition are attractive, neat and well organized.	Elements of the petition could be more attractive, neat and well organized.	Elements of the petition are attractive but not neat or well organized.	Elements of the petition are distractingly messy or very poorly designed.
<b>Signature Collection</b>	Group collected 10 signatures.	Group collected eight or nine signatures.	Group collected six or seven signatures.	Group collected fewer than five signatures.

Total score: \_\_\_\_\_ /25 points

Teacher's comments:

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## Lesson 9 Freedom of Petition

### Introductory Material

Grade Level: High School Social Studies

#### OBJECTIVES:

The student will be able to:

- ◆ Recognize that primary documents must be researched to understand the meaning and effort used to create the Bill of Rights.
- ◆ Propose a petition based on an issue at the local or national level.
- ◆ Justify the use of petition to raise awareness about an issue.

**Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

#### College and Career Readiness Anchor Standards for Reading

##### Key Ideas and Details

- 1 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.

##### Craft and Structure

- 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- 6 Assess how point of view or purpose shapes the content and style of a text.

#### College and Career Readiness Anchor Standards for Writing

##### Text Types and Purposes

- 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

#### Production and Distribution of Writing

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### College and Career Readiness Anchor Standards for Speaking and Listening

##### Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

##### Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

#### College and Career Readiness Anchor Standards for Language

##### Conventions of Standard English

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### MATERIALS:

- ◆ Newspapers
- ◆ Computers with access to Microsoft Office Suite
- ◆ Freedom of Petition Assignment
- ◆ Freedom of Petition Rubric

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## Lesson Development

### Anticipatory Set:

Present students with this hypothetical situation: Imagine that you are a member of a group with an important message. You want as many people as possible to hear it. The message could be about a coming event, such as a student-run car wash to raise money for the soccer team. Or, the message could address an important social issue, such as stopping gun violence, helping the homeless or fighting a proposed youth curfew. Ask students to answer this question: What challenges would affect the significance and delivery of an important message?

### PROCEDURES:

- ◆ Students should list three possible solutions to the question posed in the anticipatory set. Explain that delivery of a message affects how citizens make informed decisions about which causes and issues to support.
  - ◆ Explain that a primary source is the original source of information.
  - ◆ Explain that freedom of petition allows U.S. citizens to lobby various governments to consider or reconsider certain policies or issues.
  - ◆ Ask students to brainstorm on why a petition can be a primary source.
  - ◆ Ask students to list different social outlets that can be used to reach a wide variety of individuals. Ask them to share ideas with the class. Popular answers might include Facebook, Twitter and blogs, for instance. Be sure students are aware of blogs and other forms of communication.
  - ◆ Distribute the Freedom of Petition Assignment and Rubric. Explain to students that they will write a petition to their mayor or governor about an issue in their city or state.
- ◆ Explain that the petition must include these items:
    - One or two sentences about the background of the cause
    - A catchy title for the cause
    - Four reasons why the mayor or governor should accept the petition
    - At least one symbolic representation of the cause.
  - ◆ Explain that students can design their petition using Microsoft Office Suite or using creative handwriting and drawing their own pictures.
  - ◆ After this project is complete, students will deliver a one- to two-minute speech about the cause.

### Closure:

Ask students: How does freedom of petition overlap with freedom of press and freedom of speech? Students should be able to cite examples learned in class.

### Student Evaluation:

Students will be formally assessed using the Freedom of Petition Rubric.

### Adaptations:

ELL students and those with special learning needs should work with partners. ELL students may not be aware of issues on the local or national level that affect them. The teacher may want to provide topics.

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## Freedom of Petition Assignment

Local and state governments are taking creative approaches to reaching registered voters and high school students. The governor of your state and the mayor of your city are establishing a task force to see what students support. Both are asking for petitions about these issues to give students a voice in government policymaking. They ask that you include these items in your petition:

- ◆ One or two sentences about the background of the cause
- ◆ A catchy title for the cause
- ◆ Four reasons why the governor or mayor should accept your petition
- ◆ At least one symbolic representation of your cause.

After this project is complete, you will give a one- to two-minute speech about your cause.

## Freedom of Petition Rubric

Name: \_\_\_\_\_

	5	4	3	1
Content	All supporting evidence is listed on the petition.	At least three supporting details are listed on the petition.	At least two supporting details are listed on the petition.	One supporting detail is listed on the petition.
Title	Event title is listed on the petition.			Event title is not listed on the petition.
Mechanics/ Grammar	Capitalization, punctuation, grammar and spelling are correct.	There are one or two errors in capitalization, punctuation, grammar or spelling.	There are three or four errors in capitalization, punctuation, grammar or spelling.	There are more than four errors in capitalization, punctuation, grammar or spelling.
Attractiveness	Elements of petition are attractive, neat and well organized.	Elements of petition could be more attractive, neat and well organized.	Elements of petition are attractive but not neat or well organized.	Elements of petition are distractingly messy or very poorly designed. It is not attractive.
Synopsis	Student completed the one- to two-minute speech effectively, offering important information.	Student completed the one- to two-minute speech somewhat effectively.	Student completed the one- to two-minute speech but offered no important information.	Student did not complete the one- to two-minute speech.

**Total score:** \_\_\_\_\_ /25 points

**Teacher's comments:**

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## Lesson 10

### Freedom of Religion

#### Introductory Material

Grade Level: Middle School Social Studies

#### OBJECTIVES:

The student will be able to:

- ◆ Interpret how freedom of religion is connected to freedom of speech and freedom of assembly.
- ◆ Write a paragraph that demonstrates understanding of topics discussed.
- ◆ Discuss the importance of symbolic speech.

**Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

#### College and Career Readiness Anchor Standards for Reading

##### Key Ideas and Details

- 1 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.
- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

##### Craft and Structure

- 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- 6 Assess how point of view or purpose shapes the content and style of a text.

##### Integration of Knowledge and Ideas

- 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### College and Career Readiness Anchor Standards for Speaking and Listening

##### Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

##### Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

#### MATERIALS:

- ◆ Newspapers
- ◆ Chalkboard or whiteboard

#### Lesson Development

##### Anticipatory Set:

Begin by posting this question on the board: What is the importance of the First Amendment, and how does it protect you (students) as citizens of the United States? Ask students to respond in writing.

##### PROCEDURES:

- ◆ Ask students to share their responses to the writing prompt.
- ◆ Tell students that they will discuss the freedom of religion according to the Bill of Rights.
- ◆ Note that religious freedom in the United States means citizens can practice religion freely without governmental control.

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- ◆ Note that religious freedom is tied to the concept of free exercise, which means citizens can hold, practice and change beliefs according to their conscience.
  - ◆ Review freedom of speech, which enables citizens to say what they want freely without being persecuted by the government.
  - ◆ Review freedom of assembly, which enables citizens to gather publicly or privately for political, religious, social or recreational purposes.
  - ◆ Introduce the concept of symbolic speech, defined as expression of opinions or positions that go beyond the spoken or written word. Ask students to share examples they may have encountered.
  - ◆ Distribute newspapers.
  - ◆ Explain to students that they are going to seek articles about upcoming political races. Have them read various articles to see whether religion influences candidates.
  - ◆ Have students find examples of symbolic speech that represent different issues in the United States.
  - ◆ After students finish searching, lead a discussion about religious freedom and symbolic speech. Use these questions to guide discussion:
    - What is the connection between politics and religion? Is that connection presented in the Bill of Rights?

- What is the significance of symbolic speech in a society driven by technology?
- Does symbolic speech have a religious connection? Why or why not?

**Closure:**

Ask students to write a one-paragraph response about how freedom of religion is connected to freedom of speech and freedom of assembly.

**Student Evaluation:**

Students will be informally assessed on their contribution to the classroom discussion.

**Adaptations:**

ELL students and those with special needs should be given extended time to review newspapers. Provide scaffolding so students can make connections between freedom of religion and the Bill of Rights. The teacher may allow students to express their responses to questions aloud if English is not their first language.

## Lesson 11

### Freedom of Religion

#### Introductory Material

Grade Level: High School Social Studies

#### OBJECTIVES:

The student will be able to:

- ◆ Compare religious freedom to religious persecution.
- ◆ Explain basic principles in the Bill of Rights.
- ◆ Discuss freedom of religion in the United States and around the world.

**Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

#### College and Career Readiness Anchor Standards for Reading

##### Key Ideas and Details

- 1 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.
- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

##### Craft and Structure

- 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- 6 Assess how point of view or purpose shapes the content and style of a text.

##### Integration of Knowledge and Ideas

- 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### College and Career Readiness Anchor Standards for Speaking and Listening

##### Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

##### Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

#### MATERIALS:

- ◆ Computers with Internet access (or distribute copies of article)
- ◆ Newspapers
- ◆ Notes Page

#### Lesson Development

##### Anticipatory Set:

Present students with this situation: Until the early 1970s, children in Wisconsin were required to attend school until they were 16. But the Amish did not want their children to attend after eighth grade. Instead, they wanted Amish children to stay in their communities, learning the jobs they would have as adults. When a 15-year-old Amish girl did not return to school after finishing eighth grade, state officials tried to force her parents to send her to school. Students can read the article at [http://pittsburgh.about.com/cs/pennsylvania/a/amish\\_2.htm](http://pittsburgh.about.com/cs/pennsylvania/a/amish_2.htm) to learn more. Ask students: Do officials have



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the right to force her parents to send her to school? Why or why not? Also ask them to respond in writing to this prompt: If I were her parents, I would ...

**PROCEDURES:**

- ◆ Ask students to share their thoughts to the questions posed and their responses to the writing prompt.
- ◆ As they share their opinions, make a list on the board. Ask students to justify their answers.
- ◆ Discuss freedom of religion in a broad sense. Explain that the First Amendment protects citizens from having the federal, state or local government interfere with how a particular religion is practiced.
- ◆ Explain that the government has the right to intervene when certain religious practices or beliefs are found to be harmful or dangerous. Ask students to think of examples in which this might be true.
- ◆ Explain that religious pluralism in the United States is defined as being accepting toward beliefs and practices of others. Explain that the U.S. census does not include a question about religion but that other government documents include statistics about religion. Ask students to think of such documents.
- ◆ The teacher will divide the class into groups of four or five to discuss these questions:
  - Does religion have a defining purpose in the United States?

- Does religion influence political candidates? Why or why not?
- What is the purpose of religious freedom?
- ◆ After group discussion, distribute newspapers and the Notes Page. Explain that students should seek examples of religious freedom or persecution at state, national or international levels.
- ◆ When students are finished searching for examples, ask them to share responses to the questions and what they learned from the newspaper. Newspaper articles can be shared with the class. Students should see the commonality among them.

**Closure:**

Ask students: What is your understanding about cultural and religious diversity in the United States and in your community?

**Student Evaluation:**

Students will be informally assessed on small-group and whole-group discussion.

**Adaptations:**

ELL students and those with special needs can be placed in groups that enable them to use their strengths. When group members find an appropriate article, be sure they read it aloud for ELL students. The Notes Page can help students with special needs place important information in an organized, visual format.

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## Notes Page

Name: \_\_\_\_\_

Important information learned from the article:

- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_

How this connects to what we are discussing in class:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Lesson 12

### Culminating Lesson

#### Introductory Material

**Grade Level:** Middle and High School Social Studies

#### **OBJECTIVES:**

**The student will be able to:**

- ◆ Define good citizenship.
- ◆ Analyze the newspaper for examples of good citizenship.
- ◆ Demonstrate good citizenship.

**Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

#### **College and Career Readiness Anchor Standards for Reading**

##### *Key Ideas and Details*

- 1 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.
- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

##### *Craft and Structure*

- 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- 6 Assess how point of view or purpose shapes the content and style of a text.

##### *Integration of Knowledge and Ideas*

- 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### *Range of Reading and Lesson of Text Complexity*

- 10 Read and comprehend complex literary and informational texts independently and proficiently.

#### **College and Career Readiness Anchor Standards for Writing**

##### *Research to Build and Present Knowledge*

- 9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### **College and Career Readiness Anchor Standards for Speaking and Listening**

##### *Comprehension and Collaboration*

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

##### *Presentation of Knowledge and Ideas*

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

#### **MATERIALS:**

- ◆ Good Citizen Attribute Handout
- ◆ Citizenship Worksheet
- ◆ Newspapers
- ◆ Chalkboard or whiteboard
- ◆ Document camera or overhead projector

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## Lesson Development

### Anticipatory Set:

Write GOOD CITIZEN on the board. Give students two or three minutes to work with partners and produce lists of characteristics of good citizens. Tell students to write their characteristics on the Good Citizen Attribute Handout. Below their lists, students should draw pictures of good citizens.

### PROCEDURES:

- ◆ Ask students to share their characteristics and make a class list on the board. Students also can share their drawings on the document camera.
- ◆ Reinforce that each U.S. citizen has rights. Explain that many cultures and societies have influenced the concept of citizenship.
- ◆ Ask: What are the five freedoms guaranteed in the First Amendment?
- ◆ Ask: What do those five freedoms enable U.S. citizens to do?
- ◆ Explain that as U.S. citizens, we are obligated to show examples of good citizenship. Ask students to share examples of how they have been good citizens.
- ◆ Distribute the Citizenship Worksheet and newspapers.

- ◆ Explain that the worksheet will focus on the five freedoms of the First Amendment. Students will work with partners to solve and explain each scenario.
- ◆ After students complete the scenarios, they should search the newspaper for article headlines similar to each scenario or the freedom it addresses.

### Closure:

Ask students: Does the Bill of Rights have a significant impact in a technological society? Why or why not?

### Student Evaluation:

Students will be formally assessed using the Citizenship Worksheet.

### Adaptations:

ELL students and those with special learning needs should work with partners. Scenarios should be read aloud to them.

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## Citizenship Worksheet

Name: \_\_\_\_\_

**Directions:** Read each scenario carefully to determine which of the five freedoms are being used. Explain your selection in one or two sentences.

### Scenario A

The local school board has proposed a realignment plan in which two of the five elementary schools would be closed because of low enrollment. Community members oppose this because they believe smaller school environments are boosting standardized test scores. Some parents have voiced concern on the local news, in the newspaper and on the radio. This publicity has sparked formation of a coalition to collect signatures from citizens in communities served by the school district in support of not closing the schools. Although this initiative is not popular, the opposition believes that realignment must happen because the buildings need to be remodeled or torn down because of costly maintenance.

Which of the five freedoms in the First Amendment are being used? Explain your answer.

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### Scenario B

During the last year, the local government has received many requests for zoning permits to construct new buildings. One sought approval to build a new house of worship near a community park, an issue because it is the only community park on this side of town. The community does not oppose building a house of worship but would like it at a different location to preserve the park. Town officials refused the permit. Owners of the land where the proposed structure would be built say their rights were violated because they want to make use of their investment. To protest the town's decision, members of the house of worship plan to march on streets near the park and to organize a sit-in at the next town hall meeting.

Which of the five freedoms in the First Amendment are being used? Explain your answer.

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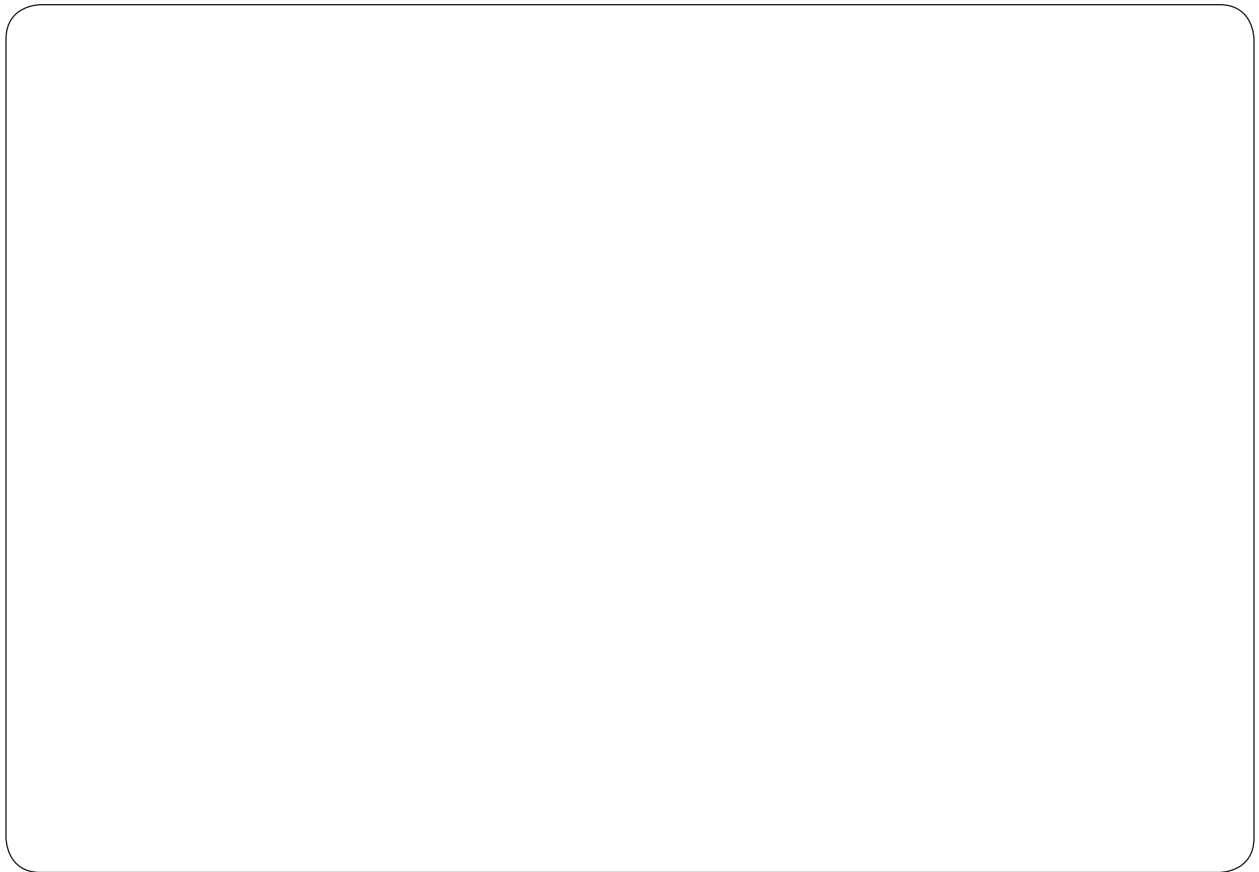
## Good Citizen Attribute Worksheet

Name: \_\_\_\_\_

Attributes

* _____	* _____
* _____	* _____
* _____	* _____
* _____	* _____
* _____	* _____
* _____	* _____

Draw a picture of a good citizen.



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## Online Resources

American Civil Liberties Union

[www.aclu.org/key-issues](http://www.aclu.org/key-issues)

Bill of Rights

[www.archives.gov/exhibits/charters/bill\\_of\\_rights.html](http://www.archives.gov/exhibits/charters/bill_of_rights.html)

Bill of Rights Institute

[www.billofrightsinstitute.org/Teach/FreeResources/ConstitutionDay](http://www.billofrightsinstitute.org/Teach/FreeResources/ConstitutionDay)

Common Civic Terms

[www.michigan.gov/documents/10-02Glossary\\_48851\\_7.pdf](http://www.michigan.gov/documents/10-02Glossary_48851_7.pdf)

Congress for Kids

[www.congressforkids.net](http://www.congressforkids.net)

First Amendment Center

[www.firstamendmentcenter.org](http://www.firstamendmentcenter.org)

Freedom Forum

[www.freedomforum.org](http://www.freedomforum.org)

National Constitution Center

<http://constitutioncenter.org>

National Council for the Social Studies (middle school)

[www.socialstudies.org/middle\\_quick](http://www.socialstudies.org/middle_quick)

National Council for the Social Studies (high school)

[www.socialstudies.org/high\\_quick](http://www.socialstudies.org/high_quick)

National Council for the Social Studies Civic Virtues

[www.socialstudies.org/positions/character](http://www.socialstudies.org/positions/character)

Newseum

[www.newseum.org/education/index.html](http://www.newseum.org/education/index.html)

Newspaper Association of America Foundation

[www.naafoundation.org](http://www.naafoundation.org)

PBS Kids

<http://pbskids.org/wayback/civilrights/index.html>

Reach Every Child

[www.reacheverychild.com/feature/newspapers.html](http://www.reacheverychild.com/feature/newspapers.html)

Scholastic News for Kids

<http://teacher.scholastic.com/activities/scholasticnews/index.html>

Student Press Law Center

[www.splc.org](http://www.splc.org)

Student Voice/Annenberg Classroom

[www.annenbergclassroom.org](http://www.annenbergclassroom.org)

U.S. Supreme Court Cases

[www.enotes.com/supreme-court-drama](http://www.enotes.com/supreme-court-drama)