

Lesson Plan

Teacher Name: Joseph Squires

Class: American Government

Grade Level: 12

Unit Title: The Bill of Rights

Lesson Title: The Freedom of the Speech 2/10

Lesson Purpose and Rationale:

Students as citizens should be aware of the rights granted to them by The Bill of Rights. My students will study The First Amendment in particular because students should understand how they can express themselves and as citizens have the freedom to defend their rights. This will show students there is a sense of fluctuation to how the Constitution can be interpreted.

National Content Area Standards Met:

Power Authority and Governance

Depicts the rights granted specifically by the First Amendment

Individual Development and Identity

Shows students what rights and liberties are granted to citizens and also allowing for critical thought of a democratic institution

Individuals, Groups, and Institutions

Portrays citizens taking part in democratic functions such as the Supreme Court and how those citizens exercise their rights

Daily Objectives

(Power Authority and Governance) Cognitive: Students will be able to make connections with how the arguments are presented by the justices to the how citizens rights are defended within the Supreme Court.

(Individual, Groups, and Institutions) Cognitive: Students will be able to formulate arguments describing how the court case should be decided.

(Individual Development and Identity) Affective: Students will be able to demonstrate their rights as citizens by supporting positions and arguments prescribed by the class.

Materials needed:

Power point, computer, worksheets of the case as well as copy of the Bill of Rights.

Schema:

Students should have a broad overall knowledge of the Bill of Rights from previous classes, and have read the court case as well as opinions of the Justices.

Launch: Make connections to the history of the Bill of Rights from previous class and list the intentions of the First Amendment.

Agenda/Procedure:

1. Direct Instruction (5min): Reading the First Amendment

Give students the actual First Amendment to grasp by power point and by reading aloud.

2. Guide Discussion (10min): Ask questions to clarify understanding of the First Amendment

Allow students to time to ponder the First Amendment and interpret it with some guidance directing attention to the portion relating to protecting free speech.

3. Read Court Case (5min).

Give students knowledge of the case so they can generate arguments

4. Read highlights of Opinions by the Justices (5min).

Show students arguments for and against as depicted by the Justices

5. Allow students to break into groups and discuss which Justice they agree with and why (15min).

Gives students the chance to make connections between arguments and also engages students in supporting or criticizing the arguments prescribed by the Justices of the Supreme Court

6. Discussion as a full class of who should win the case (10min).

This will allow students to further support their arguments as they discuss with the class basing their arguments off of the opinions of the Justices.

Assessment

Diagnostic: Reading the First Amendment and asking questions to gain a sense of the students' current level of understanding

Formative: I will be looking for individual contributions to the class throughout the lesson. Students will be graded for how they demonstrate growth or attempting to grow in their understanding.

Summative: A page paper will be requested from the students to further show individual understanding and individual ability to support and criticize the arguments presented.

Summary:

Hand out the summary of the paper assignment as well as rubric, recap without telling students who won the case (will be told when they hand in their papers the next day) Allow time for questions regarding the paper assignment.

Reflections:

