

# Civics Education: Lesson Plan on First Amendment Rights



## Unit Overview

**Instructor/Program:** Large Adult Basic Education (ABE) Program in Urban Area

**Course/Setting:** Suitable for Low Intermediate ABE or High Intermediate English Language Acquisition

<p><b>NRS Level(s):</b> High Intermediate English as a Second Language (NRS ESL Level 4)      <b>Unit Theme:</b> Civil Rights and Community Actions</p> <p><b>Length of Unit:</b> Four 2-hour lessons that take place over 2 weeks</p>	
<p><b>Content Area:</b></p> <p><input checked="" type="checkbox"/> Civics Education                      <input type="checkbox"/> Digital Literacy</p> <p><input type="checkbox"/> Workforce Preparation                <input type="checkbox"/> Health Literacy</p> <p><input type="checkbox"/> Financial Literacy</p> <p><b>NOTES on Content Area:</b></p>	<p><b>Main Standards Addressed (ELA/Mathematics/ELP):</b></p> <p><b>CCR Levels B and C:</b></p> <p>R1: Ask and answer Wh-questions; refer to key details and examples in a text.</p> <p>R2: Determine the main idea; recount key details to demonstrate comprehension.</p> <p>R3: Explain historical events, including what happened and why, based on information in a text.</p> <p>R5: Use text features to locate facts.</p> <p>R7: Use information in illustrations and captions to demonstrate understanding of a text.</p> <p>SL2: Ask and answer questions to confirm understanding of a text read aloud.</p> <p>L6: Use adjectives and adverbs acquired through reading or being read to; acquire and use words that signal spatial and temporal relationships.</p>

	<p><b>ELPS Level 4:</b></p> <p>ELPS 1: Retell key details; cite specific details and evidence from a text.</p> <p>ELPS 2: Clearly support points with relevant evidence.</p> <p>ELPS 7: Use a wide range of complex, general, and content-specific words and phrases.</p> <p><b>Additional Standards:</b> N/A</p>
--	---



**Rationale for This Unit** (*Why is this unit important to my students?*):

This topic, related to the civil rights movement, illustrates the First Amendment in action and provides history and context for current civil rights movements, such as Black Lives Matter. The First Amendment is among the content that the class is covering on the rights and responsibilities of citizenship as students work toward their goal of citizenship.

**Unit Objective(s)** (*What will my students be able to do at the end of this unit?*):

- Define *protest* and explain its connection to the First Amendment and the civil rights movement.
- Place the civil rights movement in an international context.
- Using an example from U.S. history, analyze how a protest leads to change.
- Compare and contrast a famous U.S. protest movement with another well-known movement.

**Line of Inquiry (LOI)** (*What essential question(s) form the thread that holds this unit together?*):

- What protections does the First Amendment afford individuals in the United States?
- How are protests that occurred during the Civil Rights movement of the 1950s and 1960s related to the First Amendment?
- How can protests of the past and present lead to change?

**Central Skills of Focus in This Unit** (*Check the skills that are most emphasized in this unit*):

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Critical Thinking                    | <input checked="" type="checkbox"/> Navigating Systems                    |
| <input checked="" type="checkbox"/> Communication                        | <input checked="" type="checkbox"/> Adaptability and Willingness to Learn |
| <input checked="" type="checkbox"/> Processing and Analyzing Information | <input checked="" type="checkbox"/> Respecting Differences and Diversity  |
| <input checked="" type="checkbox"/> Self-Awareness                       | <input checked="" type="checkbox"/> Interpersonal Skills                  |
|  | <input checked="" type="checkbox"/> Problem Solving                       |

**NOTES on Central Skills** (*Items underlined are explicitly taught and/or practiced*):

Communication: *Introductory questions, class discussions, small-group discussions, paired reading task, checking in with partner on M/C quiz and text evidence for responses*

Critical Thinking: *Mind map, compare and contrast protest movements in the United States and elsewhere*

Navigating Systems: *Identifying rights (legal system)*

Adaptability and Willingness to Learn: *Paired reading KSL task*

Processing and Analyzing Information: *First Amendment text matching, protest sign matching, vocabulary worksheet*

Respecting Differences and Diversity: *Compare and contrast protest movements in the United States and elsewhere*

Interpersonal Skills: *Vocabulary worksheet, paired reading task, poster task, small-group discussions*

Self-Awareness: *Exit tickets*

Problem Solving: *Planning the poster within the time limit, identifying how to complete homework*

**Common student misconceptions/misunderstandings** that may interfere with learning:

Some students may have immigrated to the United States as refugees, having experienced political unrest and oppression, and they may fear U.S. authority figures and law enforcement officials. As a result, they may be apprehensive about participating in protests.



# Lesson Planning Template

<p><b>Standard(s)</b></p> <p><i>Indicate which standards from the unit are targeted in <u>this specific lesson</u>.</i></p>	<p><b>ELA/Mathematics/ELP:</b></p> <p>CCR Levels B and C</p> <p>R1: Ask and answer Wh-questions; refer to key details and examples in text.  R2: Determine the main idea; recount key details to demonstrate comprehension.  R3: Explain historical events, including what happened and why, based on information in the text.  R5: Use text features to locate facts.  R7: Use information in illustrations and captions to demonstrate understanding of text.</p> <p>SL2: Ask and answer questions to confirm understanding of text read aloud.</p> <p>L6: Use adjectives and adverbs acquired through reading or being read to; acquire and use words that signal spatial and temporal relationships.</p> <p><b>ELPS Level 4:</b></p> <p>ELPS 1: Retell key details; cite specific details and evidence from a text.  ELPS 2: Clearly support points with relevant evidence.  ELPS 7: Use a wider range of complex, general, and content-specific words and phrases.</p>	
<p><b>Lesson as Part of the Unit</b></p>	<p>Where does this lesson fall within the unit? <input type="checkbox"/> beginning <input checked="" type="checkbox"/> middle <input type="checkbox"/> end</p>	
<p><b>Instructional Objective(s) and Learning Target Statements</b></p> <p><i>The former is written in teacher language primarily derived from content standards and includes evidence of mastery. The latter is written in student-friendly language and helps learners reflect on what they are able to do as a result of the lesson.</i></p>	<p><b>Instructional Objective:</b></p> <p>By the end of this lesson, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Define <i>protest</i> and explain its connection to the First Amendment and the Civil Rights movement</li> <li>• Place the Civil Rights movement in an international context by learning how Martin Luther King Jr. was influenced by Gandhi</li> <li>• Analyze how a protest can lead to change using an example from U.S. history</li> </ul>	<p><b>Learning Target Statements (for learners' exit tickets, learning logs, or reflection)</b></p> <p><i>I can explain the First Amendment and why protesting is a right protected by this amendment.</i></p> <p><i>I can give examples of different forms of protest and describe when each may be most productive.</i></p> <p><i>Before I could ..., now I can ...</i></p>



<p><b>Assessing Mastery of the Objective(s)</b></p> <p><i>Indicate <u>when</u> and <u>how</u> assessment—formative and/or summative—will occur during the lesson.</i></p>	<p><b>Proof of Learning</b></p> <p><input type="checkbox"/> Via observation of a team task (e.g., discussion, work on project)</p> <p><input type="checkbox"/> Via team self-assessment</p> <p><input type="checkbox"/> Via individual self-assessment</p> <p><input checked="" type="checkbox"/> Via team product</p> <p><input type="checkbox"/> Via individual product</p> <p><input type="checkbox"/> Other _____</p> <p><b>Proof-of-Learning Tools:</b></p> <p><input type="checkbox"/> Rubric <input type="checkbox"/> Checklist <input checked="" type="checkbox"/> Quiz</p> <p><input checked="" type="checkbox"/> Other <u>Completing Graphic Organizer</u></p>	<p><b>Ongoing Formative Assessment</b></p> <p><input type="checkbox"/> Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot)</p> <p><input checked="" type="checkbox"/> Peer-to-peer quizzing (e.g., quiz/quiz/trade)</p> <p><input checked="" type="checkbox"/> Exit/admit tickets</p> <p><input type="checkbox"/> KWL charts</p> <p><input type="checkbox"/> Other _____</p>
<p><b>Language Demands</b></p> <p><i>Include academic language and any language that may affect a student’s ability to access the content in directions, examples, tasks, etc.</i></p>	<p><b>Academic Language Functions:</b></p> <ul style="list-style-type: none"> <li>• Describing events</li> <li>• Comparing and contrasting</li> <li>• Vocabulary related to protest movements and civil rights (see A and B vocabulary tasks below)</li> </ul>	
<p><b>Adaptations and/or Accommodations</b></p> <p><i>How will EVERY student have access to the content of the lesson? Identify differentiation strategies and consider misconceptions from the unit plan.</i></p>	<ul style="list-style-type: none"> <li>• Newsela contains leveled versions of the same article; those could be chosen based on individual learners’ goals and abilities.</li> <li>• Use of a jigsaw activity provides automatic level differentiation, as learners write as much or as little as they are able.</li> <li>• Paired reading allows for peer-to-peer learning and support.</li> </ul>	<p style="text-align: center;"><b>MATERIALS</b></p>



## Introduction

*How will you introduce the lesson objective and how it fits into the unit/LOI? Identify its relevance to learners' needs and goals.*

**Time: 20 minutes**

Discuss the following questions with the students as a whole group. Alternatively, post the questions and ask the students to discuss them in small groups and then share out.

1. **What are some of the important freedoms that we have in the United States?**

Create a “mind map” on the board and elicit answers from the students. The students may duplicate the mind map in their notebooks if they choose to do so.

2. **What famous U.S. law protects our important freedoms?**

Discuss with the students. Once they mention the First Amendment, project the first article of the amendment and elicit interpretations of the following passages in everyday language.

**Example**

**Original language:** “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; ...”

Explanation: The U.S. Congress will not establish a national religion. People can practice any religion they want or no religion at all.

Ask the students which of the freedoms that they recorded in their mind maps are reflected in this first statement. Circle the names of those freedoms on the mind map.

Distribute the First Amendment Text-Explanation Matching handout (Appendix A); ask the students to complete the activity with a partner. When they have finished, again ask the students which of the freedoms they mentioned are included in the First Amendment. Underline those on the mind map as well.

**How do people living in the United States exercise, or use, these freedoms?**

On the mind map, add extra bubbles with student suggestions from the first tier of bubbles tied to freedom of religion, assembly, speech, etc. If freedom of assembly or protest is not brought up, prompt the students to mention it. If your class is small enough, invite small groups of students to the board to discuss and expand on the mind map by adding their ideas.

**Central Skills:** Communication, Critical Thinking

- First Amendment Text-Explanation Matching activity (Appendix A)
- Whiteboard and markers



**Explanation and Modeling**

*What type of direct instruction do learners need? Are there ways for learners to access the new content independently? What types of models will you provide and when?*

**Time: 25 minutes**

Discuss the concept of protest in general with the students. (What is it? Why do people do it? What does it look like in practice?) If desired, share pictures from recent U.S. protests. Ask the students to compare and contrast what they know about protest movements in the United States and, for those who immigrated to the United States, what they observed or experienced with protest movements in their countries of origin. Is protest common or even possible in their countries? Invite the students to share stories about historical or current issues that lead to protest in different countries. What ideas do people tend to protest about?

Distribute the Protest Movements Matching worksheet (Appendix B).

Ask the students, “*What do you see in the picture? What messages do the signs or slogans convey?*”

**Task for Independent Completion:** The students should match these signs or slogans with the corresponding protest movements.

**Small-Group Discussion:** The students should then explain their choices and share their interpretations of the messages presented on the signs or in the slogans.

Review the students’ responses in a whole-class discussion.

**Central Skills:** Processing and Analyzing Info, Communication, Interpersonal Skills, Respecting Differences and Diversity

Protest Movements Matching activity and discussion prompts (Appendix B)



### Guided Practice

*Which tasks and learning activities will you use to engage learners with the content and skills? How will you structure the tasks or other learning activities to support learners' success?*

**Time: 30 minutes**

Explain to the students that the class will spend the next few days talking about how people living in the United States can share their beliefs with others in their community and with government leaders. The initial focus will be on an example from U.S. history of how protest helped people gain basic civil rights.

#### Paired Reading

**Text A:** Montgomery bus boycott (Lexile level 690; Newsela.com website for lower and higher Lexile levels)

**Text B:** Martin Luther King Jr.'s use of nonviolence inspired by Gandhi (Lexile level 830)

**Prereading:** Divide the students into an even number of A pairs and B pairs. Have the students work in these pairs to complete the vocabulary/prediction assigned-reading task (see the vocabulary/prediction tasks below). Distribute the A and B readings.

**Reading:** Invite the students to take turns reading aloud one paragraph at a time with their partner. The students may stop during their reading when they encounter unfamiliar words from the vocabulary task to check their understanding and discuss the words and information.

The students read to check predictions and underline or highlight where information is found. They then analyze what was correct and what was incorrect in their statements.

#### Discussion

**Group A:** Did the protest work? If so, why? How did the protest occur (e.g., nonviolently, collectively, using financial pressure through a boycott)? What changes came from the protest?

**Group B:** What did Martin Luther King Jr. learn from Gandhi? Whom did Martin Luther King meet in India, and how did those encounters inspire him? How was the Civil Rights movement in the United States influenced by international independence movements?

Have the students read the text aloud a third time in pairs and mark up the parts of the text that **surprised** them and the parts they **already knew about**. The students may highlight the text using different colored highlighters or write "S" (for "surprised") or "K" (for "knew") in the margin.

**Central Skills:** Communication, Analyzing and Processing Information

- Team A and Team B Vocabulary Handouts (Appendix C)
- A and B readings from Newsela
- Different colored highlighters



<p><b>Application/Extended Practice</b></p> <p><i>What will learners do to demonstrate their acquisition of content knowledge, basic skills, and key soft skills?</i></p> <p><b>Time: 25 minutes</b></p>	<p><b>Formation of A-B Pairs</b></p> <p>The students now form pairs each consisting of a student formerly in Group A and one formerly in Group B. In these pairs, the students present to their new partners <b>what they knew</b> and <b>what surprised them</b> as well as <b>what they learned</b> from each of their readings.</p> <p>Using a teacher-provided checklist for guidance, each pair of students creates a poster with an image that illustrates how the Civil Rights movement in the United States is situated in the larger international context.</p> <p>Each pair then presents its poster to another pair.</p> <p><b>Whole-Class Wrap-up:</b> Discuss other types of protest (marches, demonstrations, boycotts, letter/e-mail/phone campaigns, social media campaigns). Explain to the students that they will learn and talk about the last two forms of protest in future lessons.</p> <p><b>Homework:</b> Have the students revisit the First Amendment. Ask them to research and describe one example of people exercising each of the rights mentioned in the amendment. These examples may be from the present or the past and from the United States or anywhere else in the world. The students will share their examples in the next class.</p> <p><b>Central Skills:</b> <u>Processing and Analyzing Information, Interpersonal Skills, Problem Solving</u></p>	<ul style="list-style-type: none"> <li>• Poster paper</li> <li>• Markers</li> </ul>
<p><b>Student Reflection on Learning Targets, Closure, Connection to Future Learning</b></p> <p><b>Time: 20 minutes</b></p>	<p>Have the students independently complete the multiple-choice questions on the last page of their reading packet. Ask them to check their answers with a partner and present a reasoned argument for any selections they disagree with. Review their answers as a class and ask the students to cite textual evidence supporting their arguments.</p> <p><b>Exit Ticket:</b> What is one thing you learned, one thing that surprised you, one question you still have from today's class, and one example of respecting diversity that occurred during class?</p> <p><b>Central Skills:</b> <u>Communication, Self-Awareness</u></p>	<ul style="list-style-type: none"> <li>• Index cards for exit tickets</li> <li>• Quizzes at end of readings</li> </ul>

Lesson adapted with permission from Erin Cary and Suzanne McCurdy, #IamABE (2017).



## Appendix A. First Amendment Text–Explanation Matching

Look at the original language of the **First Amendment to the United States Constitution** in the left column below and match each line to the appropriate explanation by placing the correct letter next to the number.

Original Language	Explanation
1. ___ Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof;	a. People in the United States are free to meet peacefully in groups for any legal reason.
2. ___ ... or abridging the freedom of speech, or of the press;	b. The U.S. Congress will not impose a national religion. People are free to practice any religion they choose or to practice no religion at all.
3. ___ ... or the right of the people peaceably to assemble,	c. People in the United States are free to communicate with the government to demand solutions to problems or changes to laws.
4. ___ ... and to petition the Government for a redress of grievances.	d. People in the United States may say anything they want and print anything they want in newspapers books, on websites and so on, barring libel.

**Key:**

Original Language	Explanation
Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof;	The United States Congress will not impose a national religion. People are free to practice any religion they choose or to practice no religion at all.
. . . or abridging the freedom of speech, or of the press;	People in the United States may say anything they want and print anything they want in newspapers and books, on websites and so on, barring libel.
. . or the right of the people peaceably to assemble,	People in the United States are free to meet peacefully in groups for any legal reason.
. . . and to petition the Government for a redress of grievances.	People in the United States are free to communicate with the government to demand solutions to problems or changes to laws.

Task adapted with permission from #IamABE, by E. Cary and S. McCurdy, 2017. Retrieved from <https://sites.google.com/view/iamabe/lesson-plans>



## Appendix B. Protest Movements Matching

What do you see in each photo? What messages do the signs or slogans shown in the photos convey?

**Match the signs or slogans in the photos with the protest movements they support. Explain your choices to your partner.**

- Education
- Environmental concerns
- Police violence/racism
- LGBTQ rights
- Civil rights
- Gun control
- Women's rights
- Immigrant rights



From Pixels.com



From Pixels.com



From Pixabay.com



From Pixabay.com



By History in HD on  
unsplash.com



From unsplash.com



From unsplash.com



From unsplash.com

Task adapted with permission from #IamABE, by E. Carey and Susanne McCurdy, 2017. Retrieved from <https://sites.google.com/view/iamabe/lesson-plans>



## Appendix C. Team A and Team B Vocabulary Handouts

### Team A Vocabulary: Montgomery Bus Boycott

TERM	I USE IT	I KNOW IT	I DON'T KNOW IT	MY PARTNER KNOWS IT	WE NEED TO LOOK IT UP
segregated					
get rid of					
boycott					
courtesy					
integrated					
sniper					

Task format adapted from L. Howard and J. Adelson-Goldstein, presentation at California TESOL conference in San Diego, CA, 2013.

These words appear in your reading selection. Looking at the headline and pictures, and based on the vocabulary here, make three predictions about what you will learn during the reading:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Now read to see whether your predictions are correct. Highlight or underline information that matches your predictions.



### Team B Vocabulary: Martin Luther King Jr.'s Use of Nonviolent Protest Inspired by Gandhi

TERM	I USE IT	I KNOW IT	I DON'T KNOW IT	MY PARTNER KNOWS IT	WE NEED TO LOOK IT UP
activist					
independence movement					
protest					
nonviolence					
segregation					
civil disobedience					

These words appear in your reading selection. Looking at the headline and pictures, and based on the vocabulary here, make three predictions about what you will learn during the reading:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Now read to learn whether your predictions are correct. Highlight or underline information that matches your predictions.

Now complete the handout for your reading by yourself. Note in the text where you find the information. Then compare your answers with a partner.

