

FY2011 EL Civics Lesson Plan

Program Name Canton City Schools ABLE

Staff Responsible for Lesson Michelle Pittinger

Date(s) Used	5/11/11
Civics Category	Rights and Responsibilities
Civics Objective	III.6. Community Resources-Citizenship Preparation Locate practice materials for naturalization testing
Time Frame to Complete Lesson	45-60 minutes
EFL(s)	NRS level 3 and 4
Standard(s)	Reading: Monitor comprehension and adjust reading strategies; Analyze the information and reflect on its underlying meaning; Integrate it (i.e., new information) with prior knowledge to address the reading purpose. Speaking: Determine the purpose for communicating; Pay attention to conventions of oral English communication; Use multiple strategies to monitor the effectiveness of the communication.
Benchmark(s)	R3.4 Seek clarification by looking back to text or reading on; R3.6 Complete a task; R4.4 Seek clarification by asking and answering questions; R4.5 Draw conclusions (from sentences using sequence of events or description). S3.4 Use an increasing vocabulary for everyday situations; S3.5 Use rephrasing to enhance communication; S4.1 Participate in conversations on familiar topics; S4.5 Repeat, rephrase, or use circumlocution to ensure listeners understand.
Materials	Handouts: 27a/27b (p.82-83) from "The Uncle Sam Activity Book: Language Development Handouts to Teach U.S. History and Government " by Carolyn Bohlman and Catherine Porter, notebooks

FY2011 EL Civics Lesson Plan

<p>Activities</p>	<ol style="list-style-type: none"> 1. Review The Bill of Rights (Amendments 1-10) from previous class and elicit some examples of basic rights guaranteed by the Constitution from the students (e.g. freedom of speech, freedom of religion, etc.) 2. Pass out the Handouts 27a (Bill of Rights) and 27b (the situational examples). 3. Explain that Ss will read each of the eight examples in 27b and decide which of the Ten Amendments in 27a applies to the situation described in each example. 4. Model the first example in 27b by having a Ss read it aloud and ask the group to look at 27a to find which amendment would apply to the situation and give a reason why it would. 5. Have Ss work together in pairs or small groups to discuss the rest of the examples and decide which amendment applies to each situation, advising that some amendments may be used more than once. 6. After the activity, follow up with a discussion about which of the situations should not have happened because of rights protected by the Bill of Rights (e.g., police searching an apartment without permission) 7. For further discussion, ask Ss to discuss and compare any similarities/differences they see between basic rights or violations of those rights in their native countries and the Bill of Rights in the U.S., using the examples in the activity to help identify the rights.
<p>Assessment/ Evidence</p>	<p>Ss will be able to identify and discuss the basic rights guaranteed by the Bill of Rights using practical situations and correct applications of the Bill of Rights to those situations.</p>
<p>Reflection</p>	<p>Students readily participated in this activity. They were able to give examples of basic rights from the Bill of Rights (freedom of speech, religion, etc.) from previous classroom work. They were also able</p>

FY2011 EL Civics Lesson Plan

	to work in pairs/small group to decide which of the rights applied to the situations described in the activity. The follow up discussion was interesting as the students discussed their experiences with basic rights in the U.S. and their native countries.
--	--



Application Activity: The Bill of Rights

The Bill of Rights (Amendments 1–10)

- Amendment 1. People have religious freedom; there is no government religion. People can say or print whatever they want. Groups of people can meet peacefully. People can request a change in government.
- Amendment 2. People can have weapons or own a gun (with restrictions).
- Amendment 3. The government cannot make people keep soldiers in their homes in peacetime.
- Amendment 4. The government may not search or take a person's property without a warrant (court order).
- Amendment 5. A person may not be tried twice for the same crime and does not have to testify against himself or herself.
- Amendment 6. A person charged with a crime has the right to a trial and a lawyer.
- Amendment 7. A person charged with a crime usually has the right to a trial by jury.
- Amendment 8. The government cannot charge fines that are excessive (too high). The government cannot punish people in a cruel or unusual way.
- Amendment 9. People have rights in addition to those listed in the Constitution.
- Amendment 10. If the Constitution does not give a power to the federal government, that power belongs to the state or to the people.

Application Activity: The Bill of Rights (continued)



Directions: Which amendment applies to each of these situations?

Write the number of the amendment on the line.

- _____ 1. The Baker family goes to the United Church of God every Sunday.
- _____ 2. José Lopez was fined \$300 for an illegal left turn.
- _____ 3. Maria Hernandez keeps a gun under her bed for protection against thieves.
- _____ 4. The neighbors on Eastwood Street are meeting tonight to discuss crime in their community.
- _____ 5. The city newspaper published a letter written by Eva Dworski disagreeing with the mayor's ideas about public schools.
- _____ 6. The police think Tony Martin is selling drugs. While he is at work, they search his apartment without permission.
- _____ 7. Joseph Lee was charged with stealing a car. Because he had no money, the court appointed a lawyer for him.
- _____ 8. At the university tonight, Angela Wolf is giving a speech called "Is Communism the Answer?"