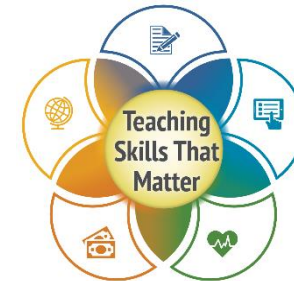


Civics Education: First Amendment Rights Lesson Plan



NRS Level(s): High Intermediate ESL

Lesson Title: First Amendment Rights	Approximate Length of Lesson: 2 hours
<p>Instructional Objective <i>(written in teacher language primarily derived from content standards and includes evidence of mastery):</i></p> <p>By the end of this lesson, the students will be able to:</p> <ul style="list-style-type: none">• Define protest and explain its connection to the First Amendment and the Civil Rights movement• Place the Civil Rights movement in an international context by learning how Martin Luther King Jr. was influenced by Gandhi• Analyze how a protest can lead to change using an example from U.S. history	<p>Learning Target Statements <i>(written in student-friendly language and helps learners reflect on what they are able to do as a result of the lesson) for learners' exit tickets, learning logs, or reflection:</i></p> <ul style="list-style-type: none">• I can explain the First Amendment and why protesting is a right protected by this amendment.• I can give examples of different forms of protest and describe when each may be most productive.• Before I could ..., now I can ...

ELA/Mathematics/ELP Standard(s) Addressed:	ELA/Mathematics/ELP: CCR Levels B and C 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. SL2: Ask and answer questions to confirm understanding of text read aloud. L6: Use adjectives and adverbs acquired through reading or being read to; acquire and use words that signal spatial and temporal relationships. ELPS Level 4: 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.	
Central Skills Taught:	<input type="checkbox"/> Adaptability and Willingness to Learn <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Interpersonal Skills <input type="checkbox"/> Navigating Systems	<input checked="" type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Processing and Analyzing Information <input checked="" type="checkbox"/> Respecting Differences and Diversity <input checked="" type="checkbox"/> Self-Awareness
Language Demands: <i>(Include academic language, language skills, etc.)</i>	Academic Language Functions: <ul style="list-style-type: none"> • Describing events • Comparing and contrasting • Vocabulary related to protest movements and civil rights (see A and B vocabulary tasks below) 	



Assessing Mastery of the Objective(s) and Central Skills: <i>(Indicate <u>when</u> and <u>how</u> assessment—formative and/or summative—will occur during the lesson.)</i>	Proof of Learning: <input type="checkbox"/> Via observation of a team task (e.g., discussion, work on project) <input type="checkbox"/> Via team self-assessment <input type="checkbox"/> Via individual self-assessment <input checked="" type="checkbox"/> Via team product <input type="checkbox"/> Via individual product <input type="checkbox"/> Other _____	Proof of Learning Tools: <input type="checkbox"/> Rubric <input type="checkbox"/> Checklist <input type="checkbox"/> Quiz <input checked="" type="checkbox"/> Other: <u>Complete Graphic Organizer</u>	Ongoing Formative Assessment <input type="checkbox"/> Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot) <input checked="" type="checkbox"/> Peer-to-peer quizzing <input checked="" type="checkbox"/> Exit/admit tickets <input type="checkbox"/> KWL charts <input type="checkbox"/> Other _____	
Adaptations and/or Accommodations: <i>(How will you increase access to the content of the lesson? Identify differentiation strategies.)</i>	Consider pairing lower-level and higher-level learners during the paired reading activity because peer support naturally increases learners’ access to content. For lower-level learners , use the Newsela article with the lowest Lexile level. Provide word banks, visuals, sentence stems and/or frames to support learners during discussions. Allow sufficient time for repeated reading as needed. For higher-level learners , use the original version of the text.			
Introduction: How will you introduce the lesson objective and how it fits into the unit/LOI? Identify its relevance to learners’ needs and goals. Timing: 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.	CENTRAL SKILLS	MATERIALS	
		<ul style="list-style-type: none">• Communication• Critical thinking	<ul style="list-style-type: none">• First Amendment Text-Explanation Matching activity (Appendix A)• Whiteboard and markers	



Introduction (continued)

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.



<p>Explanation and Modeling:</p> <p><i>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?</i></p> <p>Timing: 25 minutes</p>	<p>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?</p> <p>Distribute the Protest Movements Matching worksheet (Appendix B).</p> <p>Ask the students, “<i>What do you see in the picture? What messages do the signs or slogans convey?</i>”</p> <p>Task for Independent Completion: The students should match these signs or slogans with the corresponding protest movements.</p> <p>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.</p> <p>Review the students’ responses in a whole-class discussion.</p>	<ul style="list-style-type: none"> • Communication • Interpersonal skills • Processing and analyzing information • Respecting differences and diversity 	<ul style="list-style-type: none"> • Protest Movements Matching activity and discussion prompts (Appendix B)
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<p>Guided Practice:</p> <p><i>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?</i></p> <p>Timing: 30 minutes</p>	<p>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.</p> <p>Paired Reading</p> <p>Text A: Montgomery bus boycott (Lexile level 690; Newsela.com website for lower and higher Lexile levels)</p> <p>Text B: Martin Luther King Jr.'s use of nonviolence inspired by Gandhi (Lexile level 830)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Discussion</p> <p>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?</p> <p>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?</p>	<ul style="list-style-type: none"> • Communication • Processing and analyzing information 	<ul style="list-style-type: none"> • Team A and Team B Vocabulary Handouts (Appendix C) • A and B readings from Newsela • Different colored highlighters
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Guided Practice (continued)	<p>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.</p>		
<p>Application/Extended Practice:</p> <p><i>What will learners do to demonstrate their acquisition of content knowledge, basic skills, and key soft skills?</i></p> <p>Timing: 25 minutes</p>	<p>Formation of A-B Pairs</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 what they knew and what surprised them as well as what they learned 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>Whole-Class Wrap-up: 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>Homework: 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>	<ul style="list-style-type: none"> • Interpersonal skills • Problem solving • Processing and analyzing information 	<ul style="list-style-type: none"> • Poster paper • Markers



<p>Student Reflection on Learning Targets, Closure, and Connection to Future Learning</p> <p>Timing: 20 minutes</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>Exit Ticket: 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>	<ul style="list-style-type: none"> • Communication • Self-awareness 	<ul style="list-style-type: none"> • Index cards for exit tickets • Quizzes at end of readings
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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



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Photo by Maria Oswalt on Unsplash



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From unsplash.com



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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.



Montgomery Bus Boycott

By History.com, adapted by Newsela staff on 01.11.17

Word Count **608**

Level **690L**



TOP: An interior view of a Montgomery City transit bus is seen here. It's completely empty as it stops in the middle of town during the middle of the day; Courtesy of Bettman. SECOND: Mrs. Rosa Parks being fingerprinted after her refusal to move to the back of a bus to accommodate a white passenger touched off the bus boycott, Montgomery, Alabama, 1956 Photo: Underwood Archives/Getty Images

From 1955 to 1956, African-Americans refused to ride city buses in Montgomery, Alabama. This was called the Montgomery Bus Boycott. To boycott something means to refuse to use it. The boycott was a protest against an unfair law. At the time, African-Americans were forced to ride at the back of the bus. The protest was the first big demonstration against segregation in the United States. In the end, the U.S. Supreme Court ordered Montgomery to get rid of the law. One of the leaders of the protest was a young man named Martin Luther King Jr. He would become a national leader in the fight for civil rights.

Parks refuses to move

The civil rights movement began in the 1950s. At the time, there were many unfair laws targeting African-Americans. One of them said that African-Americans had to sit in the back half of city buses. They also had to give their seats to whites if there wasn't enough room. African-American seamstress Rosa Parks was returning home on the bus on December 1, 1955. She was seated in the

front row of the "colored section." The driver asked Parks to leave after the white section filled up. Parks refused. She was arrested and fined \$10.

An important black leader helped Parks get out of jail. He thought she should challenge the segregation law in court. Soon a group of black women began calling for a boycott of the bus system.

"They wanted courtesy"

African-American leaders across Montgomery began lending their support to the boycott. Black ministers announced it in church on Sunday, December 4. One newspaper published a front-page article on it. Most of the city's black bus riders boycotted the system the next day. That was about 40,000 people. Black leaders formed the Montgomery Improvement Association (MIA). They elected a young man named Martin Luther King Jr. as its president.



This group had several demands. They wanted courtesy, the hiring of black drivers and a new seating rule. Originally they did not ask to change the unfair law. Then five Montgomery women sued the city to get rid of the law.

The city resisted. Black leaders organized carpools. The city's African-American taxi drivers charged only 10 cents for African-American riders. Many African Americans chose to walk. Black leaders organized regular meetings to keep African-Americans organized.

Segregated seating is unconstitutional

On June 5, 1956, a national court ruled against the law. The court said that any law requiring racially segregated seating on buses was unconstitutional. It also said that the law went against the 14th Amendment. This amendment was adopted in 1868 after the American Civil War. It gives equal rights and protection to all people, no matter the color of their skin. Montgomery's buses were integrated on December 21, 1956. The boycott ended. It had lasted 381 days.

Many white people refused to accept integration. Snipers began firing into buses. In January 1957, four black churches and the homes of important black leaders were bombed. A few bombers were arrested. They were part of a hate group called the Ku Klux Klan.

It brought attention to civil rights struggles

The Montgomery Bus Boycott was very significant. It was the earliest mass civil rights protest in the U.S. It also helped Martin Luther King become an important national leader. King believed in nonviolent protest. This approach was very important in the 1960s. The boycott also brought national and international attention to the civil rights struggles happening in the United States.

Rosa Parks remained an esteemed figure in the history of American civil rights. In 1999, the U.S. Congress awarded her its highest honor, the Congressional Gold Medal.

Quiz

- 1 Which of these sentences from the article would be MOST important to include in a summary of the article?
- (A) The boycott was a protest against an unfair law.
 - (B) Black ministers announced it in church on Sunday, December 4.
 - (C) Originally they did not ask to change the unfair law.
 - (D) They were part of a hate group called the Ku Klux Klan.
- 2 What is the MAIN idea of the section "They wanted courtesy"?
- (A) Black leaders formed the Montgomery Improvement Association and elected Martin Luther King Jr. as its president.
 - (B) A newspaper in Montgomery, Alabama, published a front-page article about black riders boycotting city buses.
 - (C) In Montgomery, Alabama, black bus riders boycotted the city buses and demanded to be treated more fairly.
 - (D) A group of five Montgomery women sued the city to get rid of the law that forced black riders to sit in the back of the bus.
- 3 Which section of the article explains how some white people felt about the court's ruling that ended the Montgomery Bus Boycott?
- (A) "Parks refuses to move"
 - (B) "They wanted courtesy"
 - (C) "Segregated seating is unconstitutional"
 - (D) "It brought attention to civil rights struggles"
- 4 Based on the section "Parks refuses to move," which of these statements would Rosa Parks MOST likely agree with?
- (A) Black bus riders should let whites take their seats if there are not enough seats for whites on a bus.
 - (B) Black bus riders should be allowed to sit in any seat that they want.
 - (C) Black bus riders should have a "colored section" in both the front and the back of the bus.
 - (D) Black bus riders should only be arrested if they sit in the section that is for whites.

Martin Luther King Jr.'s use of nonviolence inspired by Gandhi

By Biography.com, adapted by Newsela staff on 01.23.19

Word Count **626**

Level **830L**



American civil rights leader Martin Luther King Jr. and his wife, Coretta, both wearing garlands, are received by admirers after landing at the airport in New Delhi, India, in 1959. Photo by: AP Photo/R. Satakopan

Mahatma Gandhi was an activist in India. He helped lead India's independence movement in the early 1900s. Gandhi organized peaceful protests against British rule. He inspired people all over the world, including civil rights leaders in the United States. One of the most famous people he inspired was Martin Luther King Jr.

The two men never got a chance to meet. However, King learned about Gandhi through his writings and a trip to India in 1959. He drew heavily on the Gandhian idea of nonviolence in his own activism. King wrote that Gandhi was a "guiding light" for him.

Love Is The Key

"Nonviolence" is more than simply agreeing that you won't physically attack your enemy. Gandhi referred to his form of nonviolence as satyagraha. This means "truth-force" or "love-force." Practicing satyagraha means a person should seek truth and love. They should refuse to do

anything they believe is wrong. This idea guided Gandhi's activism against the British Empire, helping India win its freedom in 1947.

King first learned of Gandhi's idea of nonviolence when he was studying to become a minister, a Christian leader. King connected Gandhi's words to those of Jesus. In the Bible, Jesus tells his followers to "love your enemies."

King believed strongly in the Christian idea of love. He recognized this idea "operating through the Gandhian method of nonviolence." This helped him realize that nonviolence could be a powerful weapon in the "struggle for freedom."

The Montgomery Bus Boycott

King was already familiar with the idea of peaceful protest. He liked Gandhi's idea that people could use truth or love to fight for justice. However, he didn't find a practical use for it until he became involved in the Montgomery bus boycott of 1955 and 1956. At that time, the bus system in Montgomery, Alabama, was segregated. African-Americans were forced to ride at the back of the bus. To protest this, King and others organized a boycott. For over a year, African-Americans refused to ride on Montgomery buses.

In his book "Stride Toward Freedom," King described the principles of nonviolence. He wrote that it is possible to resist evil without using violence. People who practice nonviolence must be willing to suffer without fighting back, even in their heart. "The nonviolent resister not only refuses to shoot his opponent," King wrote. "He also refuses to hate him."

Clayborne Carson is a history professor at Stanford University. King "saw [nonviolence] as an expression of love for all people," Carson says. "It's a way of reaching people and convincing them of the rightness of your cause."

In 1956, the Supreme Court ruled that Montgomery's bus segregation was unconstitutional. Shortly afterward, King spoke before a crowd in New York City. He said that "Christ showed us the way, and Gandhi in India showed it could work."

King Continued Gandhi's Work

King wasn't the only civil rights leader who looked to Gandhi for inspiration. Future lawmaker John Lewis was another. In the 1950s, Lewis studied Gandhi in nonviolence workshops. These workshops prepared him for the peaceful protests he would later lead in Tennessee.

In 1959, King went to India to learn more about Gandhi and his ideas. He was pleasantly surprised to find that many people there had followed the Montgomery bus boycott. During the trip, King met with Gandhi's son and other relatives. The experience strengthened his belief in nonviolent civil disobedience. King left India even more convinced of its power to affect social change.

After he returned to the United States, he became a major civil rights leader. King was the most important living supporter of nonviolence, Carson says. "He popularized a lot of the ideas that Gandhi had." Through King's actions and leadership, these ideas spread throughout the United States and the world.

Quiz

- 1 When did Gandhi's teachings about nonviolence lead to India gaining its independence? How do you know?
- (A) Early 1900s; He helped lead India's independence movement in the early 1900s.
 - (B) 1959; However, King learned about Gandhi through his writings and a trip to India in 1959.
 - (C) 1947; This idea guided Gandhi's activism against the British Empire, helping India win its freedom in 1947.
 - (D) 1955; However, he didn't find a practical use for it until he became involved in the Montgomery bus boycott of 1955 and 1956.
- 2 Read the section "The Montgomery Bus Boycott."
- Which sentence from the section supports the conclusion that King's use of nonviolent protest in Alabama worked?
- (A) For over a year, African-Americans refused to ride on Montgomery buses.
 - (B) People who practice nonviolence must be willing to suffer without fighting back, even in their heart.
 - (C) King "saw [nonviolence] as an expression of love for all people," Carson says.
 - (D) In 1956, the Supreme Court ruled that Montgomery's bus segregation was unconstitutional.
- 3 Read the article's introduction [paragraphs 1-2] and its final section, "King Continued Gandhi's Work."
- What is one connection between these sections?
- (A) Both sections explain what caused Gandhi to use nonviolence to protest British rule in India.
 - (B) Both sections compare and contrast different activists who took their ideas for protest from Gandhi.
 - (C) The introduction summarizes Gandhi's inspiration of King and other activists, and the final section provides more detail about this.
 - (D) The introduction describes Gandhi's background and childhood, and the final section describes King's background and childhood.
- 4 The section "Love Is The Key" is mostly organized using cause and effect structure.
- Why did the author choose to use this structure?
- (A) to show how Gandhi's ideas about nonviolence influenced King
 - (B) to explain how Gandhi and King changed India over time
 - (C) to describe how King's use of nonviolence worked in the U.S.
 - (D) to introduce the need for protests against the British Empire