

## Lesson Plan

<b>Lesson Components</b>	<b>Description</b>
<p><b>Virginia Standards of Learning (VSOL)</b></p> <ul style="list-style-type: none"> <li>● Include the VSOLs numbers AND words</li> <li>● ONLY what will be taught and assessed in this lesson</li> <li>● You may include the whole SOL and <b>BOLD</b> or <u>underline</u> specifics</li> </ul>	<p>GOVT.11 The student will apply social science skills to understand civil liberties and civil rights by</p> <ol style="list-style-type: none"> <li>a) <b><u>examining the Bill of Rights, with emphasis on First Amendment freedoms;</u></b></li> <li>b) analyzing due process of law expressed in the Fifth and Fourteenth Amendments;</li> <li>c) explaining how the Supreme Court has applied most of the protections of the Bill of Rights to the states through a process of selective incorporation;</li> <li>d) investigating and evaluating the balance between individual liberties and the public interest; and</li> <li>e) examining how civil liberties and civil rights are protected under the law.</li> </ol> <p><b><u>Model: Vocabulary Acquisition Model</u></b></p> <p>This lesson utilizes the Vocabulary Acquisition Model. The class begins with a pretest, as the warm-up assesses their previous understandings of some of the vocabulary used within the Bill of Rights. The teacher then directly defines the warm-up words, and step 4 (read and study) is accomplished in the context of the Bill of Rights throughout the lesson with a word bank and the students raising their hands at unfamiliar words so that they can be discussed as a class. Finally, the evaluation and post-test comes as the exit ticket assessment.</p>
<p><b>Objective (“KUD”)</b></p>	<p>Know: The Bill of Rights is composed of the first 10 amendments to the Constitution of the United States. The Bill of Rights guarantees the rights of individuals and expresses limitations on federal and state governments.</p> <p>Understand: The United States made the Bill of Rights in order to protect the rights of individuals in order to correct their previous mistakes and from previous experiences from Great Britain.</p> <p>Do: Break down the Bill of Rights and describe them in colloquial terms, and create a representation of the amendments.</p>
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>● How will you know what students know, understand and are able to do during and after your lesson?</li> <li>● How will you measure this? What</li> </ul>	<ul style="list-style-type: none"> <li>● They will be assessed by their warm up and exit ticket to see if they understand the harder language.</li> <li>● They will be formatively assessed throughout the lesson to see if they are grasping the amendment concepts.</li> <li>● They will be assessed at the end with their Amendment Visual Project.</li> </ul>

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<p><u>physical</u> proof will you have?</p>	
<p><b>Procedures</b></p> <ol style="list-style-type: none"> <li>1. Provide <u>detailed</u>, <u>numbered</u> steps written that you will follow during instruction, from the introduction to the ending of the lesson.</li> <li>2. Use simple language with short sentences so that another person could follow your instructions, as well as your logic.</li> <li>3. Consider how you will introduce the lesson/topic, deliver and rehearse new information, and close the lesson.</li> <li>4. Prepare AT LEAST 5 questions/activities during your lesson (based on different levels/order in Bloom Taxonomy). These you should align with your objectives.             <ul style="list-style-type: none"> <li>● Remember</li> <li>● Understand</li> <li>● Apply</li> <li>● Analyze</li> <li>● Evaluate</li> <li>● Create</li> </ul> </li> </ol>	<p><u>Introduction/anticipatory set</u> (build on background knowledge!):</p> <ol style="list-style-type: none"> <li>1. Students arrive at the classroom, and are greeted by the teacher at the door. Once they go to their seats, they see a warm-up on the screen, and write their response. Then the whole group goes over the warm-up answers, and the teacher directly defines the words. (10 minutes)             <ol style="list-style-type: none"> <li>a. The warm up asks the class to “Write down the words ‘abridging’, ‘militia’, ‘quartered’, and ‘enumeration’</li> <li>b. 2) Write down two words you associate with each vocabulary word</li> <li>c. 3) Write your best definition for the vocabulary word”</li> </ol> </li> <li>2. Students are reminded of the class-decided exploration question and given a review of what we have learned so far about The Bill of Rights. (5 minutes)</li> </ol> <p><u>Instruction</u> (balance teacher/student activities):</p> <ol style="list-style-type: none"> <li>1. The class goes through the handout with the official language and taking note of each one in more colloquial terms (During discussion have students think about why, from what they know from Revolutionary history, the Founding Fathers would choose to have this). For some of the more difficultly-worded amendments, have students work at their table groups to break down the amendment before discussion as a whole group. (40 minutes)             <ol style="list-style-type: none"> <li>a. As we get to each amendment, a different student reads it out, and students are asked to raise their hands when they see a word that they are unfamiliar with. The teacher then writes these words on the board, and discusses the unfamiliar words as a class.</li> </ol> </li> </ol> <p><u>Closing</u> (reviewing/synthesizing/reflecting):</p> <ol style="list-style-type: none"> <li>2. Following the group review of the first ten amendments, students make a summary and image of an assessment to put on the wall that includes the amendment, a picture, and why it is important. (15 minutes)</li> <li>3. As the students prepare to leave class, they are given the instructions for the exit tickets, which is to choose one of the new words that they learned and write a definition for the word.</li> </ol>
<p><b>Materials</b></p>	<p>Made:</p>

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<p>What materials will be used during the lesson: books, articles, worksheets, maps, globes, etc.? Be specific (i.e., if you have a video listed, which one?).</p>	<p>Bill of Rights Handout:  <a href="https://docs.google.com/document/d/1eX1NhNNdJyiIMIdnmdT3ZSE350p-5h2ECz476cxnj4c/edit?usp=sharing">https://docs.google.com/document/d/1eX1NhNNdJyiIMIdnmdT3ZSE350p-5h2ECz476cxnj4c/edit?usp=sharing</a></p> <p>Powerpoint:  <a href="https://docs.google.com/presentation/d/1KmSHdNeL1SdaXB21IVKQOEpFLWmAkbsbowFurmxWak/edit?usp=sharing">https://docs.google.com/presentation/d/1KmSHdNeL1SdaXB21IVKQOEpFLWmAkbsbowFurmxWak/edit?usp=sharing</a></p>
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<p><b>Objective (“KUD”)</b></p>	<p>Know: The First Amendment freedoms are freedom of religion, speech, press, assembly, and petition</p> <p>Understand: The First Amendment freedoms are important for our democracy and for our daily lives.</p> <p>Do: Create an argument that emphasizes the importance of the First Amendment freedoms through group research and debate</p>
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>● How will you know what students know, understand and are able to do during and after your lesson?</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be assessed by their warm up and exit ticket.</li> <li>● They will also be assessed by their group’s argument and understanding of why their piece of the first amendment is important.</li> </ul>

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<ul style="list-style-type: none"> <li>How will you measure this? What <u>physical</u> proof will you have?</li> </ul>	
<p><b>Procedures</b></p> <ol style="list-style-type: none"> <li>Provide <u>detailed, numbered</u> steps written that you will follow during instruction, from the introduction to the ending of the lesson.</li> <li>Use simple language with short sentences so that another person could follow your instructions, as well as your logic.</li> <li>Consider how you will introduce the lesson/topic, deliver and rehearse new information, and close the lesson.</li> <li>Prepare AT LEAST 5 questions/activities during your lesson (based on different levels/order in Bloom Taxonomy). These you should align with your objectives.             <ul style="list-style-type: none"> <li>Remember</li> <li>Understand</li> <li>Apply</li> <li>Analyze</li> <li>Evaluate</li> <li>Create</li> </ul> </li> </ol>	<p><u>Introduction/anticipatory set</u> (build on background knowledge!):</p> <ol style="list-style-type: none"> <li>Students arrive to the classroom, and are greeted by the teacher at the door. Once they go to their seats, they see a warm-up on the screen, and write their response. Colored sticky notes will be placed on everyone's desks. (5 minutes)</li> </ol> <p><u>Instruction</u> (balance teacher/student activities):</p> <ol style="list-style-type: none"> <li>Following the warm-up, the teacher reminds the class of the mutually-decided exploration question, "How can something made hundreds of years ago affect us now?" (1 minute)</li> <li>The teacher then lectures for a bit to re-introduce the five First Amendment freedoms. (5 minutes)</li> <li>The teacher then introduces today's assignment. In this assignment, students must prepare a 1 ½ - 2 minute speech which proves why their specified first amendment freedom is the best one. (3 minutes)</li> <li>The class is then split into random groups based on the sticky note that is on their desk. Each group is assigned the matching freedom to the color of their sticky note. (1 minute)</li> <li>Students work on their projects while the teacher goes around and answers student questions, as well as checking in on each group's progress. (50 minutes)</li> <li>Each group presents their argument. While each group presents, students write down notes from their presentations. (10 minutes: 2 minutes for 5 groups)</li> </ol> <p><u>Closing</u> (reviewing/synthesizing/reflecting):</p> <ol style="list-style-type: none"> <li>The teacher asks the students by a show of hands which freedom they feel is the most important, and assigns the exit ticket in which they prove their case with what they learned that day. Whatever is not completed in class becomes homework. (15 minutes)</li> </ol>
<p><b>Materials</b></p> <p>What materials will be used during the lesson: books, articles, worksheets, maps, globes, etc.? Be specific</p>	<p>Powerpoint:  <a href="https://docs.google.com/presentation/d/1Dp-GBitzYk5wBIN1T2KmvYCxQlcG-YUwtuSwigLfoKg/edit?usp=sharing">https://docs.google.com/presentation/d/1Dp-GBitzYk5wBIN1T2KmvYCxQlcG-YUwtuSwigLfoKg/edit?usp=sharing</a></p>

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<p><b>Objective (“KUD”)</b></p>	<p>Know: Few rights are considered absolute. At times, individual rights must be balanced against public interest. Some forms of speech are not protected (e.g., libel, slander, obscenity), speech that is a “clear and present danger” is not protected (e.g., shouting “Fire!” in a crowded building), and the press can be restricted when publication will cause serious and irreparable harm (e.g., breach of national security).</p> <p>Understand: The protection of civil liberties and civil rights, as guaranteed by the Constitution of the United States, is balanced by compelling public interest, which means that sometimes these protections are limited.</p> <p>Do: Students will work through real life Supreme Court cases and evaluate whether the rights in the cases should be limited or not.</p> <p>Do: Decide and defend a decision for a real life Supreme Court case to see if the Bill of Rights extends to special circumstances.</p>
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>● How will you know what students know, understand and are able to do during and after your lesson?</li> <li>● How will you measure this? What</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be assessed by their warm up response and the ending discussion.</li> <li>● Students will be formatively assessed after the review by having the teacher ask questions</li> </ul>

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<p><b>Procedures</b></p> <p>9. Provide <u>detailed</u>, <u>numbered</u> steps written that you will follow during instruction, from the introduction to the ending of the lesson.</p> <p>10. Use simple language with short sentences so that another person could follow your instructions, as well as your logic.</p> <p>11. Consider how you will introduce the lesson/topic, deliver and rehearse new information, and close the lesson.</p> <p>12. Prepare AT LEAST 5 questions/activities during your lesson (based on different levels/order in Bloom Taxonomy). These you should align with your objectives.</p> <ul style="list-style-type: none"> <li>● Remember</li> <li>● Understand</li> <li>● Apply</li> <li>● Analyze</li> <li>● Evaluate</li> <li>● Create</li> </ul>	<p><u>Introduction/anticipatory set</u> (build on background knowledge!):</p> <ol style="list-style-type: none"> <li>1. Students arrive at the classroom, and are greeted by the teacher at the door. Once they go to their seats, they see a warm-up on the screen, and write their response to the scenario. (5 minutes)</li> <li>2. As a class, the warm-up is discussed, as students discuss which side they took and why. (10 minutes)</li> </ol> <p><u>Instruction</u> (balance teacher/student activities):</p> <ol style="list-style-type: none"> <li>1. Direct instruction begins. The teacher informs the students of what happened in the actual <i>Tinker v. Des Moines</i> Supreme Court case, and how it went through multiple trials because people viewed differently about the extent of speech that the First Amendment protects. (2 minutes)</li> <li>2. Then, there is a brief review of the previous lesson about the liberties that the First Amendment protects. (1 minute)</li> <li>3. Once it is known that all students grasp the review, the teacher then moves on to discuss what the First Amendment does not protect. (1 minute)</li> <li>4. Then, each table is given a packet with different scenarios. The group reads through the scenario, then fills out the attached worksheet. (30 minutes)</li> </ol> <p><u>Closing</u> (reviewing/synthesizing/reflecting):</p> <ol style="list-style-type: none"> <li>1. Once the groups are done with the worksheet, the teacher explains the actual ruling of each case, and asks the students if they see any patterns, and if they ruled in a similar way as the Supreme Court did.</li> <li>2. Then, the teacher asks students to discuss the following reflection questions: “Do you see any patterns in these rulings? Did your group agree with the actual Supreme Court decision? Why or why not?”</li> </ol>
<p><b>Materials</b></p> <p>What materials will be used during the lesson: books, articles, worksheets, maps, globes, etc.? Be specific (i.e., if you have a video listed, which one?).</p>	<p>Worksheet:  <a href="https://docs.google.com/document/d/1mtTLA1SrG2Cv9t1EbkMxeC_W75B3RaAA_i1x2YjwQ3U/edit?usp=sharing">https://docs.google.com/document/d/1mtTLA1SrG2Cv9t1EbkMxeC_W75B3RaAA_i1x2YjwQ3U/edit?usp=sharing</a></p> <p>Handout:  <a href="https://docs.google.com/document/d/1UKztAiPDrUdAD1u9JLuBG1TpGmVwbD4DgP0HvTaKdjE/edit?usp=sharing">https://docs.google.com/document/d/1UKztAiPDrUdAD1u9JLuBG1TpGmVwbD4DgP0HvTaKdjE/edit?usp=sharing</a></p> <p>Powerpoint:</p>

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	<a href="https://docs.google.com/presentation/d/1Wf2iaEmYJ2HvRdS3G3cXpZ1p_8bBZWUbebOtfZwCz5E/edit?usp=sharing">https://docs.google.com/presentation/d/1Wf2iaEmYJ2HvRdS3G3cXpZ1p_8bBZWUbebOtfZwCz5E/edit?usp=sharing</a>
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<p><b>Objective (“KUD”)</b></p>	<p>Students will know: Differences of opinion about the role of government are due primarily to ideology. An ideology is a set of basic beliefs about life, culture, government, and society. A person’s ideology provides a framework for looking at government and public policy. Ideology is shaped by demographic factors, including family, education, religion, socioeconomic status, race and ethnicity, gender, and region. Traditionally, mainstream American political perspective falls into three broad categories of opinion: Conservative opinion generally believes that the role of government should be limited and that free enterprise and initiative should be promoted. Moderate opinion generally represents middle ground between conservative and liberal positions. Liberal opinion generally believes that the role of government should be active and that economic opportunity should be promoted. Individuals may not always be consistent in their opinions about public policy. For example, a person may hold conservative views about the economy and liberal views about society.</p> <p>Students will understand: Individual ideologies are shaped by a number of demographic factors. Political opinions about the role of government shape public policy.</p> <p>Students will be able to: Identify where they stand on their political ideology by taking multiple political ideology tests, and then critiquing them to see if they truly reflect their views accurately.</p>

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<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>● How will you know what students know, understand and are able to do during and after your lesson?</li> <li>● How will you measure this? What <u>physical</u> proof will you have?</li> </ul>	<p>Students will [insert activity to be assessed here: exit ticket, project, quiz, test, writing, etc.].</p> <p>I will assess this product by having students take a political ideology test and see if they feel as though it is accurate for them. In order for students to understand if it is accurate for them, then they must be able to know what the foundations of political ideology are. (Students will <b>not</b> be instructed to share the results of their tests.)</p>
<p><b>Procedures</b></p> <ol style="list-style-type: none"> <li>1. Provide <u>detailed, numbered</u> steps written that you will follow during instruction, from the introduction to the ending of the lesson.</li> <li>2. Use simple language with short sentences so that another person could follow your instructions, as well as your logic.</li> <li>3. Consider how you will introduce the lesson/topic, deliver and rehearse new information, and close the lesson.</li> <li>4. Prepare AT LEAST 5 questions/activities during your lesson (based on different levels/order in Blooms Taxonomy). These you should align with your objectives.             <ul style="list-style-type: none"> <li>● Remember</li> <li>● Understand</li> <li>● Apply</li> <li>● Analyze</li> <li>● Evaluate</li> <li>● Create</li> </ul> </li> </ol>	<p><u>Introduction/anticipatory set</u> (build on background knowledge!):</p> <ol style="list-style-type: none"> <li>1. The teacher greets students as they enter the classroom and pick up their warm-up slips.</li> <li>2. Students complete their warm-up slips as the teacher conducts attendance with a getting to know you question, specifically asking students what their favorite movie is.</li> </ol> <p><u>Instruction</u> (balance teacher/student activities):</p> <p>The teacher engages in direct instruction of the Powerpoint slides, and students follow along with their fill-in-the-blank notes.</p> <ol style="list-style-type: none"> <li>1. The teacher reviews the warm-up responses and reviews the content of the previous lesson.</li> <li>2. Students are told the standard for today's lesson, and are reminded of the mutually-decided exploration questions.</li> <li>3. The teacher explains that differences of opinion are due to ideology. The teacher then asks if students are familiar with the term ideology.</li> <li>4. Ideology is defined. The teacher tells the students to discuss what shapes an ideology with the people around them. After students discuss with their neighbors, the class discusses as a whole group, and then the teacher reveals the answers. During this reveal, the teacher brings back an example of a student's favorite movie, asks the students what factors went into that decision, and discusses how different factors affected that decision.</li> <li>5. The teacher then defines the three traditional ideologies; Conservative, Moderate, and Liberal.</li> <li>6. The teacher asks students if they work a job, and then asks if they make at least \$11 an hour (without asking for the exact number). Then, the teacher describes how this is because of minimum wage, and discusses the different viewpoints of minimum wage.</li> <li>7. The teacher then explains that there can also be inconsistencies in belief, and that it is rare for someone to be fully liberal or fully conservative, and then uses John F. Kennedy as an example.</li> </ol> <p><u>Closing</u> (reviewing/synthesizing/reflecting):</p> <ol style="list-style-type: none"> <li>1. Students are instructed to take at least 3 of the 5 offered political ideology quizzes. After they take the tests, students will critique the tests and write a one paragraph summary that explains why they feel like the quiz was accurate or not. (This will take majority of the class period)             <ol style="list-style-type: none"> <li>a. As students work on their independent work, the teacher goes around the room and helps students who have questions to clarify some of the prompts.</li> </ol> </li> </ol>



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	2. At the conclusion of the class period, students will fill out their exit ticket slips and give them to the teacher as they exit the classroom.
<b>Materials</b> What materials will be used during the lesson: books, articles, worksheets, maps, globes, etc.? Be specific (i.e., if you have a video listed, which one?).	<ul style="list-style-type: none"><li>● Powerpoint <a href="https://docs.google.com/presentation/d/19w5lSRoiN_DS4M95dQdhgN9zV2migMRvVtgrcxm2nY/edit?usp=sharing">https://docs.google.com/presentation/d/19w5lSRoiN_DS4M95dQdhgN9zV2migMRvVtgrcxm2nY/edit?usp=sharing</a></li><li>● Note Handout <a href="https://docs.google.com/document/d/1F6RKIE7dKHmjDV-xfRnFlpUjKX4KJLVkPyz87xyF0No/edit?usp=sharing">https://docs.google.com/document/d/1F6RKIE7dKHmjDV-xfRnFlpUjKX4KJLVkPyz87xyF0No/edit?usp=sharing</a></li><li>● Quizzes on Canvas</li><li>● Warm Up and Exit Slips</li></ul>

Warm Up and Exit Slip Papers:

Warm Up Question:

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Warm Up Response:

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Exit Ticket Question:

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Exit Ticket Response:

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