

EEl Lesson Plan Template

VITAL INFORMATION	
Author	Connor Petterson
*Subject(s)	Government
Topic or Unit of Study	The Development and the Expansion of the Bill of Rights
*Grade/Level	12
*Summary	For this lesson, students will be learning about the First Amendment and how it protects the right to assemble. After taking part in a lecture where they learn about the freedom of assemble, how this right can be exercised, and when this right could be limited, students will be reviewing the <i>Board of Education of the Westside Community Schools vs. Mergens</i> Supreme Court case and will be reenacting the debate over whether or not the freedom of assembly could be protected in this case.
STANDARDS AND DIFFERENTIATED INSTRUCTION:	
*Standards	<i>History CCSS 12.2.1 Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).</i> <i>History CCSS 12.5.1 Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the law clauses of the Fourteenth Amendment.</i>
Differentiated Instruction	Students will be placed into groups where they will gather arguments on whether or not the right to freedom of assembly can be applied in the lesson's Supreme Court case. When both sides are ready to present their arguments, several students will act as Supreme Court justices and they will decide which group has the stronger argument.
EEI (ESSENTIAL ELEMENTS OF INSTRUCTION) - LESSON PLAN ELEMENTS REQUIRED:	
Objective	The objective for this lesson is for students to understand what it means to have the right to freedom of assembly and they will develop an understanding of when this right can be exercised. This understanding will be demonstrated through a class debate in which they will argue whether or not freedom of assembly could be used in the <i>Board of Education of the Westside Community Schools vs. Mergens</i> Supreme Court case.
Anticipatory Set	<i>In the anticipatory set of the lesson, students will be asked a warm-up question on what freedom of speech means to them. Students will be putting down their response in their notes and sharing their answer with the class. The reason why I'm asking students this question is because it will allow them to review the content that they learned from the previous lesson.</i>

Teach Lesson / Model	<i>For this component of the lesson, I will present a lecture on the freedom to assembly using Google slides. In this lesson, I will be talking about what freedom of assembly is, why the Founding Fathers included this right in the U.S. Bill of Rights, historical examples of this right being used, and the limitations on how this right can be used.</i>
Guided Practice	<i>For this component of the lesson, we will be reading over the Supreme Court case and the students will be provided with contextual information on how this case was brought to the Supreme Court. After the students complete their independent practice of the lesson, the students will engage in a debate in which they will argue over whether or not this right to freedom of assembly should be used. I will be conducting the debate and I will be asking questions to both sides. A couple students will act as Supreme Court justices and they will decide who has the better argument.</i>
Independent Practice	For this component of the lesson, students will be working in their respective groups and they will be prepping their arguments on the debate. Students will be writing down and discussing their responses to the questions that will be asked during the debate. At the same time, the student Supreme Court justices will be presented with a rubric in which they will learn how to evaluate both sides when they are judging the debate.
Closure	At the closure of the lesson, students will be responding to exit ticket questions in which they will be asked on what the right to freedom of assembly means to them and what are some examples of practicing this right.
Evaluation *Assessment/Rubrics	<i>Students will be evaluated on their participation in their debate and whether or not they wrote down their responses to all of the questions that were being asked. Student judges will be graded on their completion of the rubric and they will be asked to explain why one side won the debate.</i>

Accommodations/Modifications

MATERIALS AND RESOURCES

Instructional Materials (handouts, etc.)	Students will receive a Google Doc that has the Supreme Court case information, directions on how to prepare for the debate, and questions that will be asked during the debate. Student judges will receive a rubric on how to evaluate the debate teams. All of the students will have the lecture slides and the lecture slides will be posted on Google Classroom.
Resources	Google Docs, Google Classroom, Google Slides, <i>We the People: The Citizenship and the Constitution</i> .