**Inquiry Based Lesson Plan**

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| Teachers: Taylor Johnson | | Subject: first amendment/dress codes; analyzing historical documents |
| Standard:   * Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. (9‐10.RI.9) * By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. (9‐10.RH.10) | | |
| Objective (Explicit):   * Students will demonstrate evaluation of first amendment rights by analyzing their effects on U.S. documents. | | |
| Evidence of Mastery (Measurable): A short quiz at the end of this lesson that will allow students to show their mastery over the first amendment; it will be ten short answer or multiple choice questions and I will probably post to edmodo; | | |
| Sub-objectives, SWBAT (Sequenced from basic to complex):   * Students will write definitions of the first five freedoms included in the first amendment, * Students will highlight evidence in the text why or why not a specific historical text would exist without all five freedoms. * Students will write why the evidence supports their claim. * Review: Students will say the theme of this text is … | | |
| Key vocabulary: Bill of Rights, First Amendment, Freedom of Religion, Freedom of Expression: Speech and Press, Freedom of Assembly, Freedom to Petition the Government, dress codes, uniforms | | Materials/Technology Resources to be used: ppt of information, a handout for notes, printed historical documents, |
| Engage (Make content and learning relevant to real life and connect to student interest)  Homework: Students have already watched the PPT/Video with my voice over before coming to class; Students will be required to submit half a page of notes and half a page paragraph answering one of the final questions from the PPT/Video; notes will be graded for quantity; half a page gets full credit, less than half gets half credit; the paragraph will be graded according to the paragraph rubric posted online;  Bellwork: Students will identify and define the first amendments freedoms in their own words | | |
| Explore | Teacher Will:  -lead and facilitate discussion with student involvement based on the bellwork answers  -ask students: Do you think any of the freedoms could exist alone, without the others?  -lead in the voting process to eliminate the first freedoms | Student Will:  -discuss the first amendment rights and their definitions giving examples  -put the five freedoms in order of most important to the students to least important to the students by voting; students will raise hands to eliminate the freedoms and then order them |
| Co-Teaching Strategy/Differentiation  -perhaps call on students to write the five freedoms in order on the board to allow them to move around; allow some students who raise their hands to answer, but also call on those who do not raise their hands; allow students to look back at the PPT for guidance | |
| Explain | Teacher Will:  -give some examples before letting students work on their own so they have something to follow  -put students into medium sized groups and hand out a specific historical text  -help facilitate discussions in the groups | Student Will:  -students are trying to figure out if a specific historical text/event would have been possible without all five freedoms  -possible texts: Martin Luther King Jr.’s “I Have a Dream”; King’s Litter from Birmingham Jail; The Washington Post uncovering the Watergate scandal; etc.  -students will read the historical text as a group and then go back and highlight specific text that supports their point of view; have students list these specific reasons |
| Co-Teaching Strategy/Differentiation  -sit with students that might be struggling, put students who struggle in groups that have students who understand so they can help each other; give more examples | |
| Elaborate | Teacher Will:  -walk around and discuss work with the students; ask question for clarification | Student Will:  -work independently to either:  (1) write their own bill of rights or  (2) design their own dress code/uniform  -students will then have to write one paragraph explaining the reasoning behind each point, freedom, or rule |
| Co-Teaching Strategy/Differentiation  -allow students to create it however they like, on paper, on a computer, on an iPad etc; allow students to work together and discuss topics but make sure they understand they will each need to turn in their own creation; | |
| Evaluate  *Discuss at the end of class; Why did the founding father include a bill of rights in our Constitution? What do you think the founding father were trying to do?* | | |

Inspiration for this lesson plan sprang from the PDF on the following site: http://1forallnet.files.wordpress.com/2010/06/fight\_five.pdf