

First Amendment Heroes From history

Objective: Students will demonstrate and understanding of the basic principles of freedom of speech, the press, and assembly by examining the lives of four historic figures from America's past, all of whom utilized liberties guaranteed in the First Amendment to bring about needed change for individuals and our society.

Curriculum Standards:

Common Core Literacy for Social Studies Standards

- 1.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- 1.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- 1.6. Identify aspects of a text that reveal an author's point of view or purpose.
- 1.7. Integrate visual information (e.g., in charts) with other information in print and digital texts.
- 1.8. Distinguish among fact, opinion, and reasoned judgment in a text.
- 2.1. Write arguments focused on discipline-specific content; Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- 2.8. Gather relevant information from multiple print and digital sources.
- 2.9. Draw evidence from informational texts to support analysis and reflection.

Oklahoma State C3 Standards for Elementary Social Studies

Content Standard 1.1 The student will explain the importance of the basic principles that provide the foundation of the American system of government. Summarize the five key individual rights and liberties protected by the First Amendment to the United States Constitution.

Content Standard 4.1 The student will examine the lives of notable Americans who expanded peoples' rights and freedoms in the American system of government. Participate in shared and individual research using biographies historic examples of honesty, courage, patriotism, self-sacrifice, and other admirable character traits seen in citizens and leaders.

Grades: 3-5

Resources:

Powerpoint Presentations- Hall of First Amendment Heroes Chief Joseph, Helen Keller, Cesar Chavez, and Jackie Robinson

Student Handouts- "I Know and I Learned" pre-learning concept checklist

"First Amendment Heroes" photo collection (one packet for every two students)

"Picture Detectives" graphic organizer (for lcd projector/Smartboard)

"Hamburger" Exit Ticket (instructions for lcd projector/Smartboard and one copy for every two students)

"Concept Ladder" graphic organizer (one for lcd projector/Smartboard)

"History's Highlights" graphic organizer (one copy for every two students)

"Cereal Box Heroes" template (one copy for every two students)

"Fishbone" graphic organizer or "Main Topic-Key Details" graphic organizer (one per student)

Materials- Set of colored markers or crayons

Cartoon Strip template (cut into six individual slides and enlarged)

Procedure:

1. Ask students to brainstorm a list of people they consider to be heroes. What words could they use to describe a hero? Do these people on the list share any character traits that the class believes heroes to possess? Remind students that many times our heroes are just ordinary people, like themselves, who have decided to speak up when things are not right. Point out that these people become our heroes because they bring attention to a problem and trying to make our communities better. Emphasize to students that one very important way to bring about change is to use our First Amendment rights of free speech. Inform students that they will be learning about four heroes who all used their First Amendment freedoms of speech to become some of America's most important national heroes.

2. Hand out to pairs of students the "I Know and I Learned" pre-learning concept checklist. Allow time for students to discuss with one another how much they know about the vocabulary terms and ideas on the list. Following the directions on the checklist, ask student pairs to note their level of familiarity with each term in the lefthand column. Conduct a brief classroom discussion to ask students to share what they may already know about a few of the terms of the list. Brainstorm with students what some unfamiliar terms might mean.

3. Give student pairs a copy of the photo collection packet. Allow a set time for each pair to examine each of the four photos in the collection and discuss what they think they see. Conduct a class discussion of their inferences and conclusions. The teacher will note what the class has discovered on the "Picture Detectives" graphic organizer. What do all photos have in common? Do students recognize any individuals in the photos? What do they believe they will learn about the individuals in the photographs?

4. Use the powerpoint presentation, "Our First Amendment Hero Chief Joseph" to help students learn about the challenges Chief Joseph and his tribe, the Nez Perce, overcame in their struggles to keep their native homelands. Periodically pause to ask students to summarize how Chief Joseph used his First Amendment rights of free speech to let government leaders know about his tribe's challenges. Using the "Hamburger" exit ticket, measure student learning by asking students to develop a five-sentence summary of what they have learned from the powerpoint presentation. Allow time for students to share their "Hamburger" summaries.

5. Students will work in groups of three to develop a cartoon episode of the events in Chief Joseph's life and his reliance on the First Amendment to achieve those goals. Give each student two of the cartoon slides from the cartoon strip. The first student in the group will illustrate the problems faced by Chief Joseph and his tribe. The second student in the group will illustrate what Chief Joseph and his tribe did to try to resolve their problems. The third student in the group will illustrate the ways Chief Joseph used the First Amendment's rights of free speech and petition of the government for redress of grievances. When completed, the group will assemble their cartoon slides into one cartoon strip to share with the class.

6. Inform the class that they will be learning about another First Amendment hero. Use the powerpoint presentation, "Our First Amendment Hero Helen Keller" to help students learn about the individual challenges Ms. Keller overcame in her life. Ask students to verbally summarize how Helen Keller used her First Amendment rights of free speech and free press to let Americans know about the special challenges, as well as abilities, of handicapped individuals. Using the "Hamburger" exit ticket, measure student learning by asking students to develop a five-sentence summary of what they have learned from the powerpoint presentation. Allow time for students to share their "Hamburger" summaries.

7. Students will be reviewing how they can explore deeper into history by using Bloom's taxonomy for critical thinking. Introduce students to the "Concept Ladder" using an lcd projector or Smartboard. Ask students to verbally submit questions about Helen Keller's life and her use of First Amendment rights. The teacher will note the questions on the Concept Ladder for the class to view. The class will develop one question at each of the levels of Bloom's Taxonomy listed on the graphic organizer; all questions must begin with the one verb listed in each level of the Concept Ladder. Students will work in pairs to select two questions from the class Concept Ladder to answer. Allow time for student pairs to discuss and verbally share their answers.

8. Inform the class that they will be learning about a third First Amendment hero. Use the powerpoint presentation, "Our First Amendment Hero Cesar Chavez" to help students learn about the challenges Cesar Chavez, his family, and other migrant workers overcame. Ask students to verbally summarize how Cesar Chavez used his First Amendment rights of free speech, freedom of assembly, and freedom to petition the government to bring about needed changes in the lives and working conditions of agricultural workers in the United States. Using the "Hamburger" exit ticket, measure student learning by asking students to develop a five-sentence summary of what they have learned from the powerpoint presentation. Allow time for students to share their "Hamburger" summaries.

9. Remind students that when studying about historic events, it is often a good strategy to consider basic elements of all events- Who, What, When, Where, Why, and How. Inform students that people who retell historic events in newspapers- newsreporters- will use these same elements to make sure that their readers know all of the details of a story. Using the "History's Highlights" graphic organizer, allow students to note the details they have learned about Cesar Chavez from the powerpoint presentation. (Younger students may wish to illustrate what they have learned on the graphic organizer, while older students may be asked to note key words, terms, and phrases they recall.)

10. Inform the class that they will be learning about a final First Amendment hero. Use the powerpoint presentation, "Our First Amendment Hero Jackie Robinson" to help students learn about the challenges Mr. Robinson, some baseball players, and other African-Americans overcame to be treated fairly and be given equal opportunities. Ask students to verbally summarize how Jackie Robinson used his First Amendment rights of free speech to influence Americans and bring about needed changes for all African-Americans in all occupations and walks of life. Using the "Hamburger" exit ticket, measure student learning by asking students to develop a five-sentence summary of what they have learned from the powerpoint presentation. Allow time for students to share their "Hamburger" summaries.

11. Ask students if they can name one particular breakfast cereal that uses its boxes to tell people about sports heroes. Inform students that this cereal, Wheaties, has been recognizing our sports heroes for over 75 years and that this year, they will assume the role of box designers at General Mills. Their task is to design a new cereal box to recognize the life and achievements of Jackie Robinson. However, this year, the focus will include Mr. Robinson's work to bring fairness to all Americans by using the First Amendment. Give time for students to draw the front and back of the cereal box, following these directions:

A. The front of the box should include the hero's name and an illustration of him/her, showing the hero's job. It should also include one important fact about the hero's life.

B. The back of the box should include the hero's name and an illustration of how he used the First Amendment to do good things for his/her fellow Americans. It should also include an imaginary quotation. (What would this hero say if you could interview him/her today?)

C. The information should be done neatly - with correct spelling. The illustrations should be colorful. When finished, you will be able to share your cereal box with the class.

Assessment:

1. Return students' attention to the "I Know and I Learned" pre-learning checklist. Ask students to conduct a brief discussion with their partners and note what the level of their learning in the righthand column. Allow time for the class to share what they have learned about specific terms and concepts related to the First Amendment.
2. For younger students, hand out the "Fishbone" graphic organizer to each student. On each of the four main "rib bones" write each of the four names of the First Amendment heroes. Give time for each student to recall two details from each person's life. One detail should be about the challenges faced by the individual and one detail should note the role the First Amendment played in bringing about change.
3. For older students, using the "Main Topic-Key Details" graphic organizer, students will select three of the four heroes they wish to write about. The graphic organizer can be used as a pre-writing and note-taking chart prior to development of a one-page essay. If needed, the teacher can assist in the development of a topic statement (claim) and review key information (supporting details) that students can use in their essay.

I Know and I Learned



= Know



= Know Some



= Do Not Know



= Learned Much



= Learned Some



= Need to Learn More

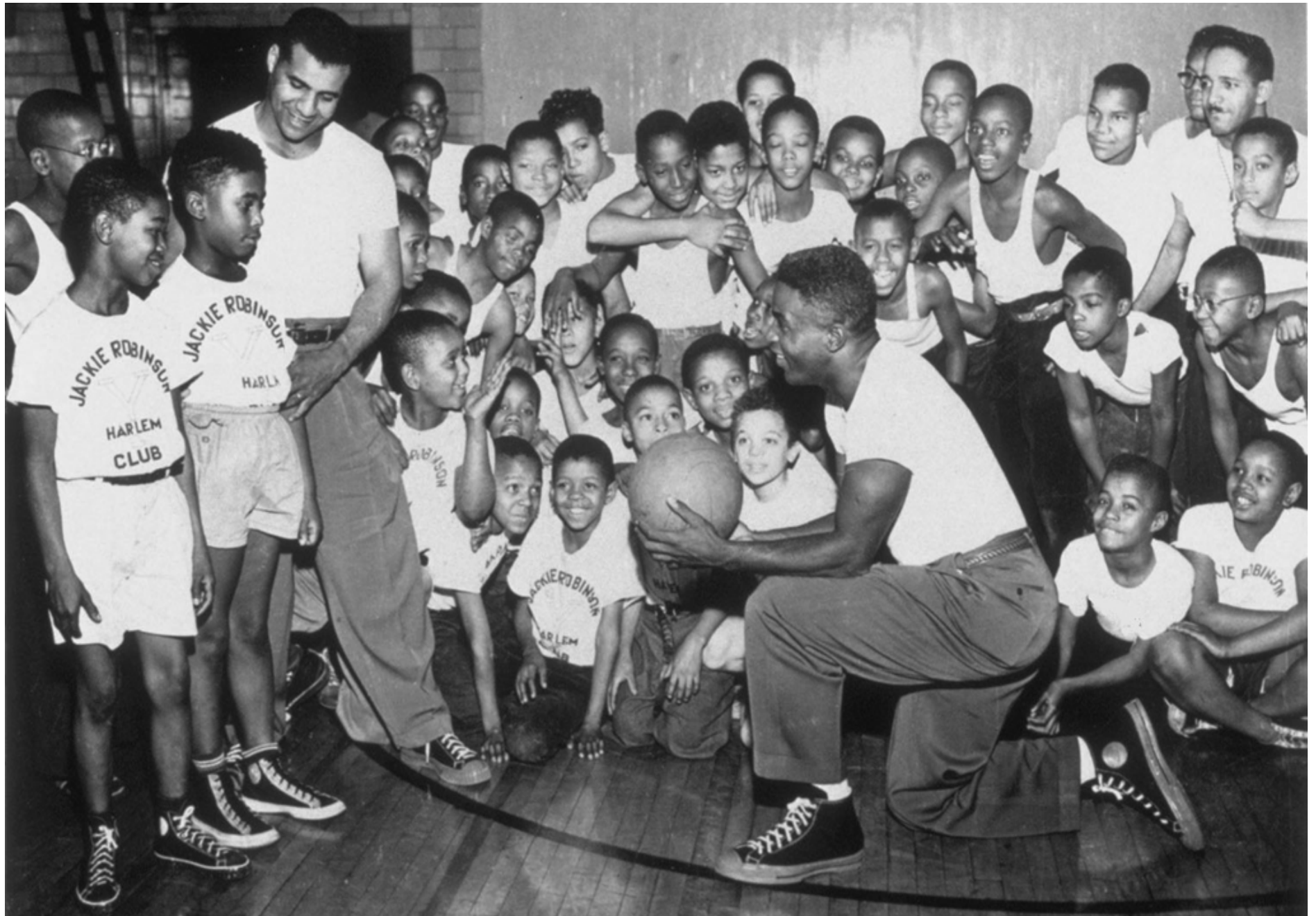
KNOW:		LEARNED:
	amendment	
	hero	
	speech	
	press	
	Constitution	
	assemble	
	rights	
	freedom	





B



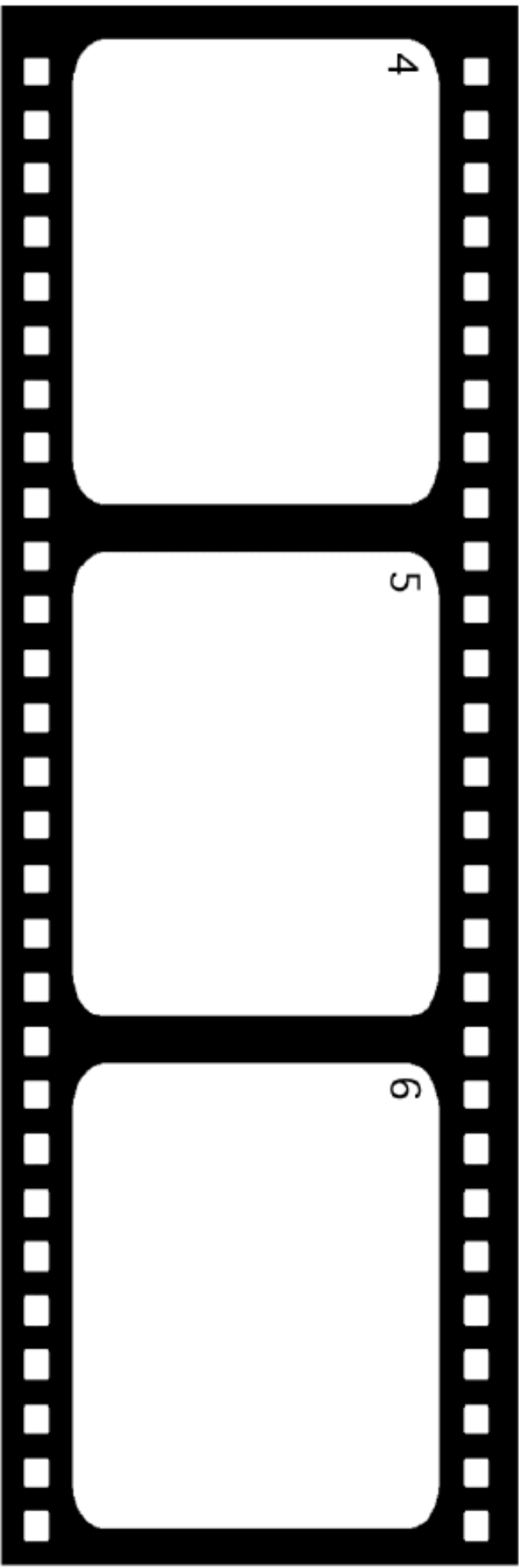
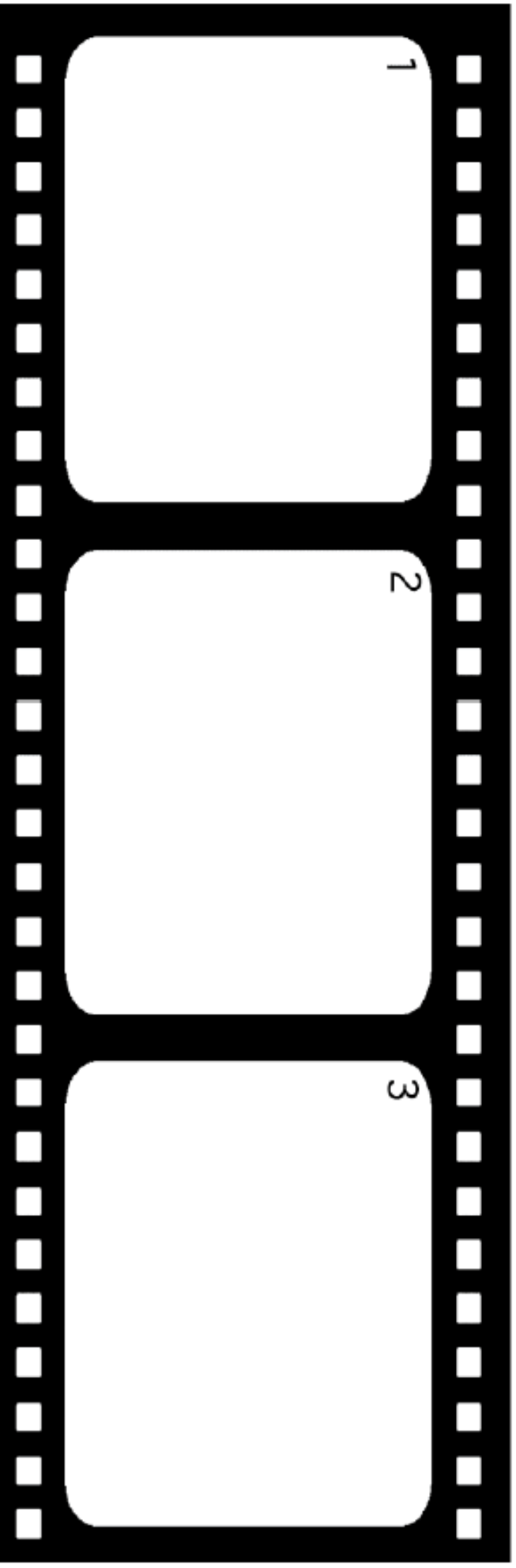


PICTURE DETECTIVES!

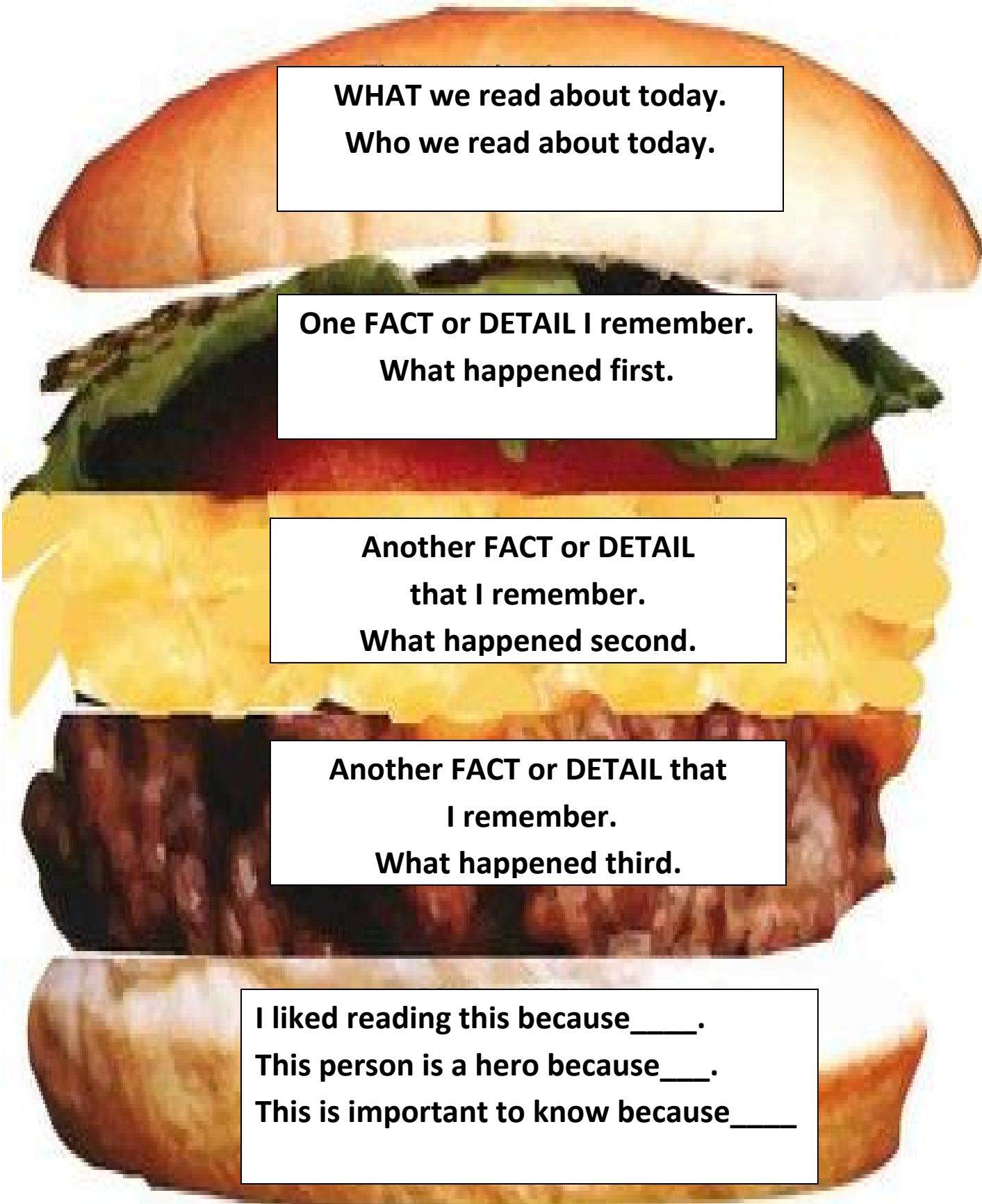
What Can I Learn From a Picture?



	People?	Action ?	Saying?
	Use several words to describe the people.	What do you think is happening?	What do you think the people are saying to one another?
A			
B			
C			
D			



"HAMBURGER" EXIT TICKET



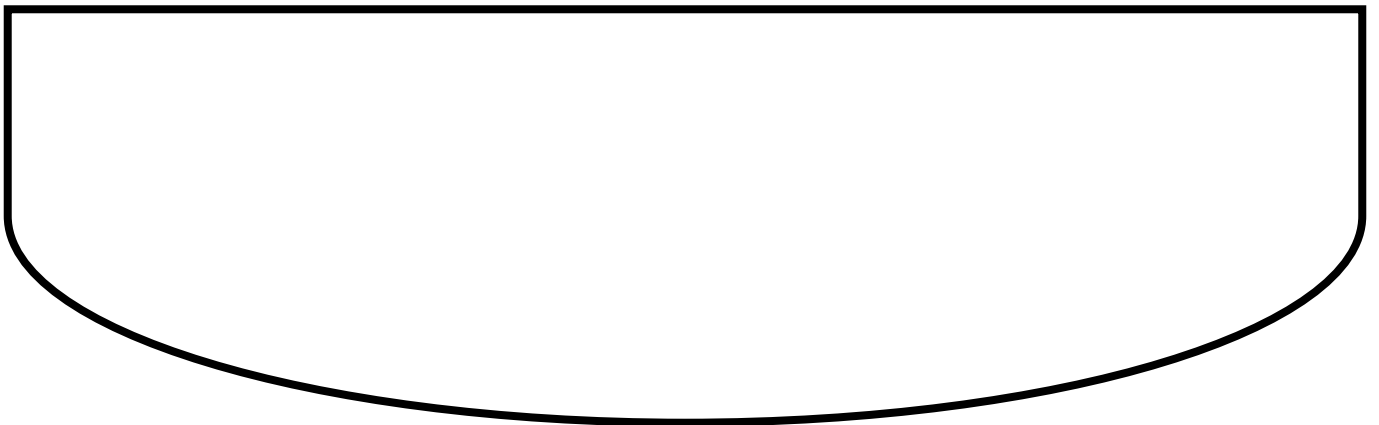
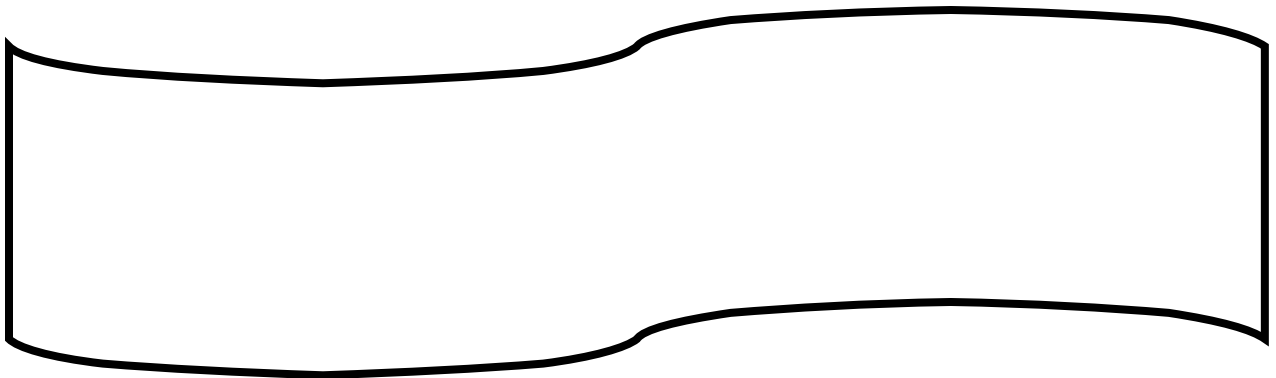
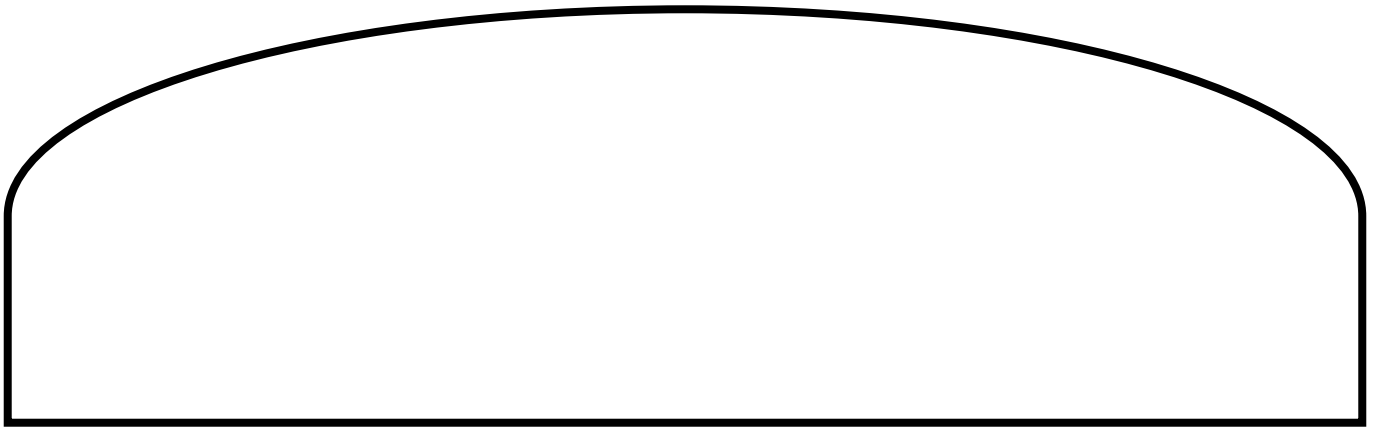
**WHAT we read about today.
Who we read about today.**

**One FACT or DETAIL I remember.
What happened first.**

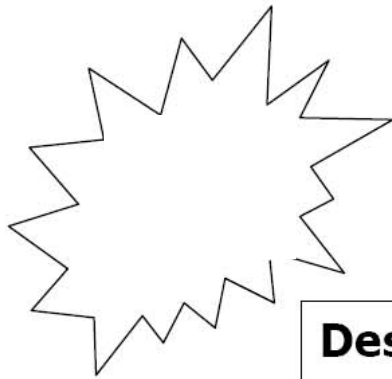
**Another FACT or DETAIL
that I remember.
What happened second.**

**Another FACT or DETAIL that
I remember.
What happened third.**

**I liked reading this because____.
This person is a hero because____.
This is important to know because____**



CONCEPT LADDER



Compare

Why

Explain

Describe

List

Who

Who

What

Where

History
Highlights

When

Why

How

General  Mills

MADE WITH
100% WHOLE WHEAT
LOW IN SUGAR

WHEATIES

