



CALIFORNIA ON MY HONOR

Curricula for K-12 Civics Education

<p>Assembly</p> <hr/> <hr/> <hr/> <hr/>	<p>Petition</p> <hr/> <hr/> <hr/> <hr/>
<p>Religion</p> <hr/> <hr/> <hr/> <hr/>	<p>No religion established and run by government</p> <hr/> <hr/> <hr/> <hr/>

California History-Social Science Standards 8.2.6 ~ enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.



I Am

The First Amendment...

Freedom of Speech, Freedom of Press, Freedom of Religion, Freedom of Assembly, Freedom of Petition

FIRST STANZA:

I am (include two or more special characteristics it has)

I wonder (something curious)

I hear (a sound, real or imaginary)

I see (a sight, real or imaginary)

I feel (a feeling, real or imaginary)

SECOND STANZA:

I pretend (something it pretends)

I think (something it does think or think about)

I worry (something it worries about or something that bothers it)

I dream (something it dreams about or dreams of doing)

I hope (something it hopes for or hopes is true)

THIRD STANZA:

I understand (something it knows or thinks is true)

I say (something it believes in)

I want (something it wants or wants to be true)

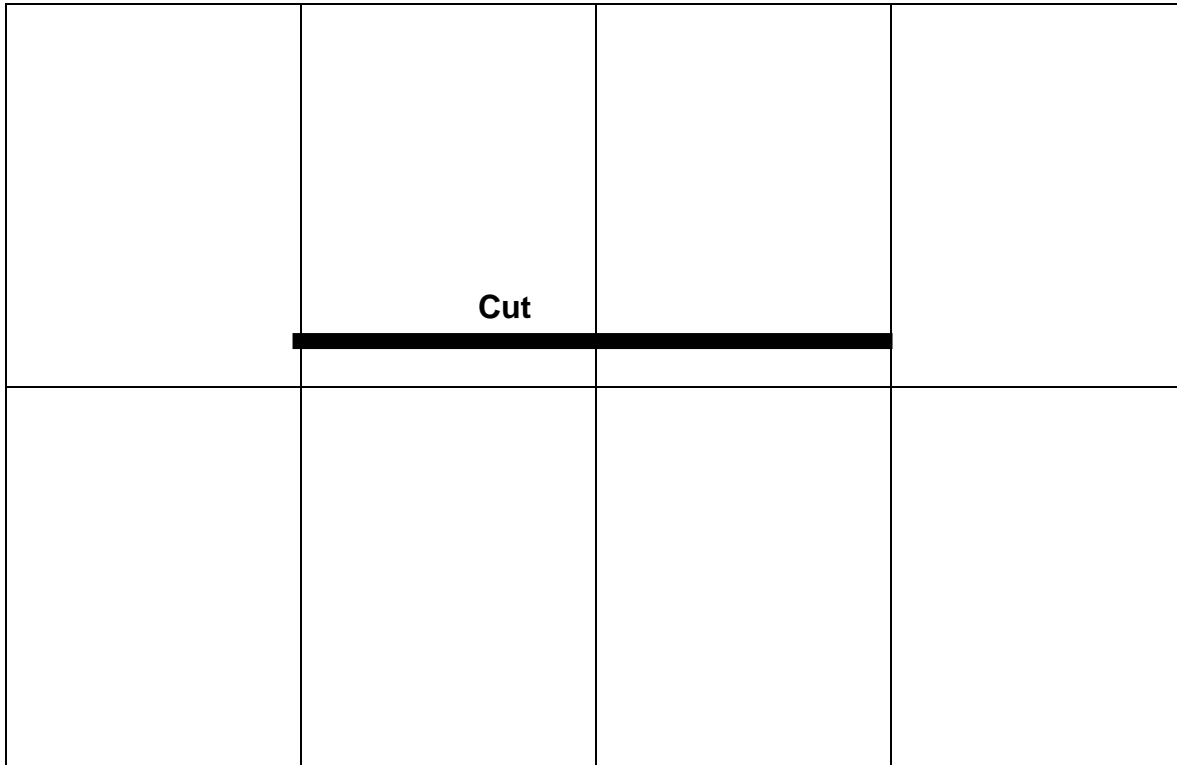
I try (something it makes an effort for or about)

I am (repeat the first line of the poem)

["It" refers to the freedoms of the First Amendment



Mountain Book



Materials Needed:

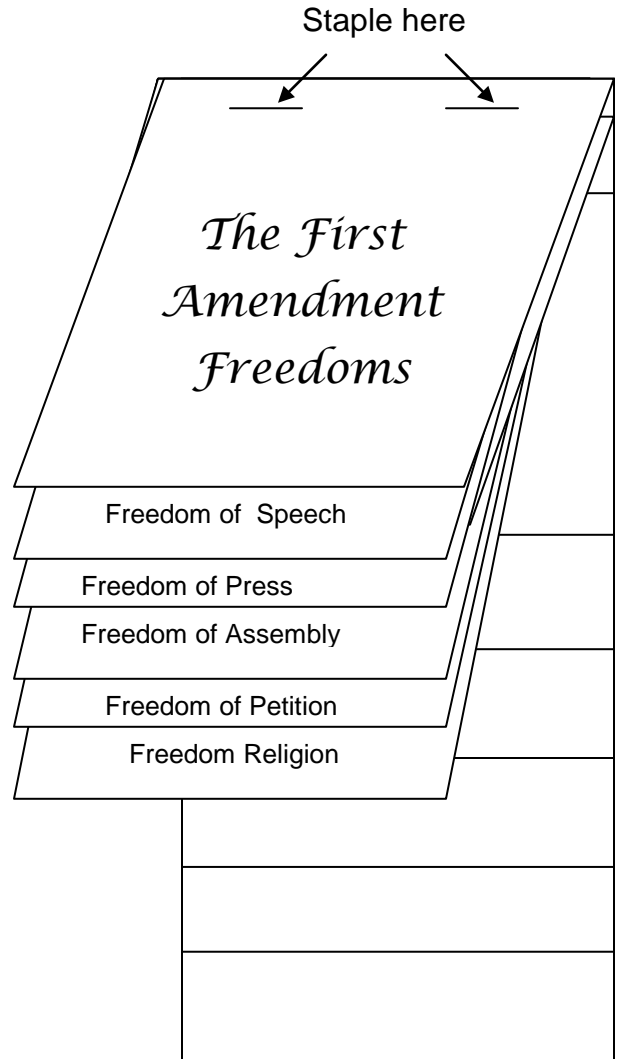
- One sheet of 8 ½" by 11" (or larger) paper
- News paper/magazine/Internet articles
- Scissors
- Stapler



Directions:

1. Fold paper in half lengthwise. Open.
2. Fold paper in half widthwise. Open.
3. Turn paper over. Fold in the ends to the widthwise fold. Open.
4. Fold paper lengthwise and cut up the box from the middle fold to the second fold.
Open.
5. Fold in half lengthwise
6. Push the ends together so the middle section opens.
7. Hold two ends together and push in. Wrap the outside cover over the middle section.
8. Staple along edge to keep book secure.

Step Book



Materials Needed:

Six sheets of 8 ½" by 14" (or larger) paper

Stapler

Pencil

Crayons/markers/ colored pencils

Directions:

1. Offset sheets of paper by one inch.



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2. Fold the top over as shown, so that each page is set back from the one below.
3. Staple the fold.
4. Because ends of staples can be sharp, put a piece of clear or colored tape over the staple.



Why Is This Important To Me?

Bill of Rights.... First Amendment Freedoms Project

Students will:

- distinguish the freedoms guaranteed by the First Amendment
- examine ways the First Amendment freedoms have affected everyday life
- analyze why it is important to be responsible with these rights and freedoms

Choose one of three extended learning assignments:

1. Create a “Mountain Book” (see handout for construction direction). Students will clip from a daily newspaper examples of stories or photos that deal with each of the five freedoms protected by the First Amendment: religion (church meetings, religious celebrations, religious issues, etc.); speech (speaker addressing an audience, letters to the editor, columnists, etc.); press (editorials, stories about press conferences, interviews, etc.); assembly (stories of meetings, demonstrations, parades, etc.); petition (articles dealing with citizens protesting governmental policy, with citizens criticizing government officials, with people organizing in opposition to those in authority, etc.). In addition, summarize in a sentence or two the nature of each example and analyze why it is important to be responsible with these rights and freedoms. (Analysis, Synthesis, Evaluation)

2. Compose “I Am...” poems (see handout for format) using each protected right of the First Amendment as the basis of the poems. Then students will place the poems as the center of a collage that distinguishes the freedoms guaranteed by the First Amendment and illustrates the need for citizens to use First Amendment freedoms responsibly including what could happen when people are not responsible with their rights... Examples: freedom of speech ~ Yell “fire” in a theater, freedom of press ~ take photos of people’s personal lives, freedom of assembly ~ riots break out during a protest, etc. (Analysis, Synthesis, Evaluation)



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3. Construct a “Step Book” (see handout for construction directions) that distinguishes the freedoms guaranteed by the First Amendment, demonstrates how each First Amendment freedom affects everyday life, and why it is important to be responsible with these rights and freedoms. Students will illustrate and write a brief summary for each freedom. Illustrations can be student drawn and/or computer generated. (Analysis, Synthesis, Evaluation)