

Careers in Action

Summer Teacher Internship/Lesson Plan Writing Project

This lesson has been endorsed by Marcia Caltabiano-Ponce, Managing Editor, The Monitor

Steve Schaffer	Social Studies	Summer 2007
Teacher's Name	Course/Subject	Date(s)/Time

Content	Objective(s)	Career Concentration(s)
	Students will use the Bill of Rights to identify and list guaranteed freedoms and analyze how stated freedoms compare with the way we express them today. Students will write a summary of their findings graded by rubric.	<input type="checkbox"/> Agricultural Science <input checked="" type="checkbox"/> Art, Communications & Media <input type="checkbox"/> Business & Marketing <input type="checkbox"/> Health Science Technology <input type="checkbox"/> Human Dev., Management & Services <input type="checkbox"/> Industrial and Engineering <input type="checkbox"/> Personal and Protective Services

TEKS Reference: US History 1A, 2C, 15D, 24A,B,C,D,G, 25A,B,C,D; Government 8A, 14B, F

TAKS Reference: Objectives 1, 4 & 5

Process	Focus/Anticipatory Set	Bloom's Taxonomy in Lesson	Multiple Intelligences	SCANS									
	Students are presented with a brief scenario of Anne Frank's experiences in Nazi-occupied Holland as an example of a society that lacks our constitutional guarantees of freedom.			<input checked="" type="checkbox"/> Linguistic <input checked="" type="checkbox"/> Logical/Math <input type="checkbox"/> Musical <input type="checkbox"/> Spatial <input type="checkbox"/> Bodily-Kinesthetic	Foundation		A	B	C	D	E	F	
	Relevance/Connection to Workplace					<input checked="" type="checkbox"/> Intrapersonal <input checked="" type="checkbox"/> Interpersonal <input type="checkbox"/> Naturalist	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	In order to be an effective and contributing employee/citizen, one must exercise critical analysis to recognize a legitimate infraction of constitutional freedom and thus avoid regarding a situation from an illogical point of view.						2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
				Competencies	3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	4	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
	5	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

Instructional Methodology (Activities)	Instructional Material(s)
<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Teacher Modeling <input checked="" type="checkbox"/> Media Presentation <input checked="" type="checkbox"/> Small Group <input checked="" type="checkbox"/> Class/Group Discussion <input checked="" type="checkbox"/> Question/Answer <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Independent Practice	Copies of U.S. Constitution or Constitution online (Cornell University or other website); paper or index cards; pen/pencil; computers (computer lab or library).

Detail(s) of Instructional Methodology (Activities)	Materials/Resources
Teacher introduces lesson by describing the life in hiding of Anne Frank's family; Q&A over whether this could happen today; intro the Bill of Rights; each student (or group of two) is assigned one amendment to rewrite in their own words. Teacher reviews these expressions for accuracy; students then research the ways in which these freedoms are expressed today and summarize their findings in an essay that follows guidelines set forth in a rubric.	U.S. Constitution; note-taking materials; computers; pens/pencils

Use of Technology
Computers

Accommodations
Students will work individually and/or in groups, depending on class size.

Product	Assessment	Bloom's Taxonomy in Assessment
	<input checked="" type="checkbox"/> Teacher Evaluation <input type="checkbox"/> Employer Evaluation <input type="checkbox"/> Test/Quiz <input checked="" type="checkbox"/> Peer/Self Evaluation <input checked="" type="checkbox"/> Written/Oral Presentation <input type="checkbox"/> Others; _____	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Comprehension <input type="checkbox"/> Application <input type="checkbox"/> Analysis <input checked="" type="checkbox"/> Synthesis <input checked="" type="checkbox"/> Evaluation
	Reteach Activity/Homework	Lesson Closure
	1) Students will answer question, "Should federal gun control laws be strengthened or relaxed?" in a persuasive essay graded by rubric. 2) Students will request government documents from local agencies to learn F.O.I.	Teacher reviews Bill of Rights and then introduces and explains the Freedom of Information Act (F.O.I.). Q&A over what specific kinds of information falls under the auspices of F.O.I.