

“Get Up, Stand Up”

Unit: Civics Rights & Responsibilities

Topic: Rights/Bill of Rights

Level: ESL 7/8 & native English Speakers

Objectives: Examine our basic rights; identify the rights of the First Amendment

Length of Session: 90 minutes

EFF Standards: Reflect & evaluate with understanding; Cooperate with others

Language Arts Standards: RI-Experience

through reading a wide range of diverse, multi-cultural materials; R6-Analyze and discuss overall themes; M2-Understand how different media are structured to present a particular subject or point of view; W1-Use prewriting strategies

NAEP Objectives: Understand how the Constitution embodies the proposes, values and principles of American democracy

| SCANS/ EFF Common Activities | INTO | MATERIALS |
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| <p>SCANS: Listen Interpersonal Competencies</p> | <p>Prior Knowledge: Group Roles and Sentence Structure</p> <p>Warm-Up (15 minutes) Listen to the song “Get Up, Stand Up” without lyrics. After the song. Divide the class into groups of five Give each group newsprint and markers. Tell them that they have 5 minutes to brainstorm all the rights that we have. One member from each group shares their list. Leave these up on the blackboard.</p> <p>Introduction: Explain the “Bill of Rights” and that today’s focus is on the First Amendment.</p> | <ul style="list-style-type: none"> • CD-Bob Marley’s “Get Up, Stand Up” • Lyrics to song • Newsprint for each group & markers • Exercise Sheet-Group Work • Reading on the Rastafarian Religion • The Bill of Rights |
| <p>EFF-analyze information</p> | <p>THROUGH</p> <p>PRESENTATION 30-40 minutes The students will get into groups which incorporates a reading on the Rastafarian Religion, sentence work and context clues.</p> <p>GUIDED PRACTICE Group Work-Sections A, B & C</p> | <p>EVALUATION</p> <p>The grammar and context clues questions on pre reading exercise.</p> |

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| | <p>After the students finish the three sections, play the song again with the students reading the lyrics.</p> <p>15 minutes</p> <p>In their groups, the students now discuss the questions to the lyrics.</p> | <p>Reflection in journal: Free write for 20 minutes. Play the song while the Ss write.</p> |
| | <p style="text-align: center;">BEYOND</p> <p>CLOSURE: Pass out the Bill of Rights. Which of the rights matches the rights the students brainstormed in the beginning? Which rights does the song focus on?</p> <p>APPLICATION</p> <p>If a person is a Rastafarian and is caught smoking Marijuana, which of the rights can s/he claim?</p> <p>Quiz: Bill of Rights. Bring in topics from current events and have students go over the “Bill of Rights” and which one is being exercised here?</p> | |

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