**Get Up, Stand Up**

**Unit:** Civics Rights & Responsibilities

**Topic:** Rights/Bill of Rights

**Level:** ESL 7/8 & native English Speakers

**Length of Session:** 90 minutes

**Objectives:**
- Examine our basic rights.
- Identify the rights of the First Amendment.

**SCANS/EFF Common Activities**

**MATERIALS**
- 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

**Prior Knowledge:**
- Group Roles and Sentence Structure

**EVALUATION**

**Present at the beginning of class:**
- Question on the Bill of Rights.
- Introduction: Explain the “Bill of Rights” and that today’s focus is on the First Amendment.

**Through Guided Practice:**
- The students will get into groups which incorporates a reading on the Rastafarian Religion.
- Reading on the Bill of Rights.
- Group Work-Sections A, B & C.
- Practice 
- Cooperative.

**THROUGH PRESENTATION**

- Introduction: “Get Up, Stand Up” and that today’s focus is on the First Amendment.
- After the song, divide the class into groups of five.
- Give each group newsprint and markers.
- Listen to the song “Get Up, Stand Up, without lyrics.”
- Time: 90 minutes.

**EFF Standards:**
- Reflect & evaluate with understanding.
- Cooperate with others.

**Language Arts Standards:**
- Experience through reading a wide range of diverse, multicultural materials; R-1-Experiences.
- R-6: Analyze and discuss overall themes.
- M-2: Understand how different media are structured to present a particular subject or point of view; M-2-Use written and visual materials to communicate ideas and information.
- Understand how the Constitution embodies the propositions, values and principles of American democracy.

**NAEP Objectives:**
- Understand how the Constitution embodies the propositions, values and principles of American democracy.

**Activities**
- SCANS: Listen
- EFF: Common
- PREP: Evaluate information

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**Get Up, Stand Up**
<table>
<thead>
<tr>
<th>Reflection in journal: Free write for 20 minutes. Play the song while the students free write.</th>
<th>BEYOND</th>
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<tbody>
<tr>
<td>Quiz: Bill of Rights. Can she claim? If a person is a Rastafarian and is caught smoking marijuana, which of the rights cannot be claimed? Which of the rights matches the rights the student brainstormed in the beginning? Which rights does the song focus on? Students brainstorming the rights exercised here? Bring in topics from current events and have students go over the “Bill of Rights.”</td>
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<td>APPLICATION</td>
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| CLOSEOUT: 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? Students brainstorming the rights exercised here? Bring in topics from current events and have students go over the “Bill of Rights.” | Author: Maria Rosales-Uribé, Mission |

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