

LESSON TITLE

Rights of a Citizen -

LESSON GOAL(S)	ESSENTIAL QUESTION(S)
Students will be able to identify the political rights of citizens of the United States.	What is the difference between freedom and liberty?

CIVICS STANDARDS ALIGNMENT (STATE STANDARDS & C3 FRAMEWORK)

What standards from the NH State Standards and/or from the C3 are emphasized in the lesson?

STATE STANDARDS		C3 STANDARDS	
Nature and Purpose of Government		Civic & Political Institutions	X
Structure of NH & U.S. Government		Participation & Deliberation	X
World and U.S.'s place in it		Process, Rules, and Laws	X
Rights & Responsibilities	X		

COMMON CORE LITERACY STANDARDS

What Common Core Literacy Standards are emphasized in the lesson?

KEY IDEAS AND DETAILS	
CRAFT AND STRUCTURE	X
INTEGRATION OF KNOWLEDGE AND IDEAS	X
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	

LESSON PLAN

Identify the steps needed to successfully facilitate the lesson plan

<ol style="list-style-type: none"> 1. Have students brainstorm a list of rights that are guaranteed to citizens of the United States. 2. Compare these rights to the actual political rights that are guaranteed to citizens in the Bill of Rights. 3. Engage in discussion with the students as to whether any of the rights they brainstormed should be added to the Bill of Rights. 4. Break students into small groups (2-3 per group). 5. Present each group with examples of political cartoons that are focused on a political rights issue. Working in their group students should identify the right that is the focus of the cartoon as well as the political context for the cartoon. 6. Have students share out their findings. As a class map out the different kinds of political controversy around that have emerged around rights.

ASSESSMENT

What assessment tasks will students complete as the culmination of the lesson?

Students choose three political rights and create a political cartoon for each right. Their cartoon should be inspired by a current issue: national, community, or school. It may be helpful to identify some of the current political issues that could be relevant to the different rights. Students should also write a one paragraph explanation for each cartoon they complete. In the paragraph they should address: the right that is the focus of the cartoon, the political issue that is the focus of the cartoon, and an explanation of how student's cartoon is commenting on the political right.

SUPPORTING MATERIALS

Are there any other materials or outside resources that are needed to facilitate the lesson/assessment tasks?

Constitution, Bill of Rights, Assorted Political Cartoons