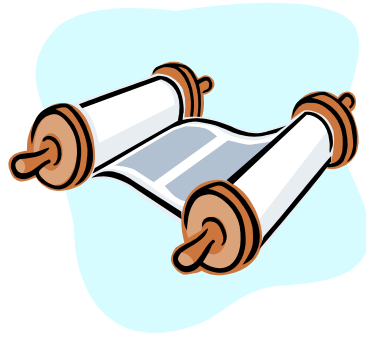


Thirteenth Annual

MARSHALL-BRENNAN CONSTITUTIONAL LITERACY PROJECT

CONSTITUTION DAY TEACHING MODULE



TOPIC: The First Amendment and Youth-Led Protests

September 17, 2017

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Lesson Plan Teacher Introduction

The purpose of the 2017 Constitution Day Lesson is for students to gain an understanding of the First Amendment right to assembly in America. This lesson will provide an opportunity for students to discuss the purpose of the First Amendment protections given the current climate of the country. Since inauguration, protests have erupted across the United States. This lesson plan will allow students to discuss the role of youth in protest movements.

Please note: Students should already be familiar with the U.S. Constitution, the Bill of Rights, and the difference between the federal and state government before beginning this lesson plan.

Constitution Day- Protests in America

Objective (SWBAT):

- *Explore the role of youth in protests*
- *Evaluate how students have been instrumental in social movements*
- *Identify the different ways students have mobilized in this country*

Materials Needed:

- Copies of the Why We March Worksheet
- Copies of each article for every student
- 5 pieces of large paper or sticky pad sheets
- Markers
- Post-its

Procedure:

1. Motivating Activity

- **Watch & Write- 15 minutes**
- Show the students the following video: We the Voters- Why We March
<https://vimeo.com/180771529>
- As students are watching the video, tell them to fill in the Why We March Worksheet. They should write down their observations based on what they hear, see, feel, and think.
- When the video is over, ask the students to share out some of their thoughts about the right to assemble and the protests featured in the video.

2. Core Lesson-Discuss Students and Protests- 45 minutes

- **Hypothetical for students:** Your town gets wind that students at the local high school are planning to protest a new school policy. The school policy will require that students attend school from 8-5 without time for extracurricular activities. Some members of the community want to prevent the students from protesting while others see the value in supporting students' First Amendment right to assemble and protest. The school board decides to host a community meeting to discuss student protests before they actually debate the new school schedule policy. Each committee has been tasked with evaluating student protests, past student protests, benefits, and effects.

- **Break your class into five committees:** Legislators, Parents, Students, Community Leaders, and School Administrators. Explain that students will read through articles related to student protests. In their committees, they will then discuss students in protest movements in order to prepare for the second half of the activity, which is a community meeting to debate student protests.

- Below are articles on various protests movements led by students and young people.
 - The Children's March: <http://www.theroot.com/childrens-march-1963-a-defiant-moment-1790896253>
 - Anti-Trump Protests: <https://www.usatoday.com/story/news/nation/2016/11/14/students-lead-new-wave-anti-trump-protests/93813120/>
 - Women's March: <https://www.vox.com/videos/2017/1/22/14347404/loudest-voices-from-the-womens-march-on-washington-youngest>
 - Denver DACA Student Walk-outs: <http://www.latimes.com/local/education/la-essential-education-updates-southern-hundreds-of-denver-students-walk-out-in-1504636607-htmlstory.html>
 - Student Activism History: <https://www.theatlantic.com/education/archive/2015/11/student-activism-history-injustice/417129/>

- Each group will read the articles provided above. As a classroom management technique, each student within the committee can be assigned an article to be responsible for. Give students about 20-25 minutes to read and answer the questions.
 - Provide each committee with a large piece of paper and markers to write out their thoughts and answers to the questions below.

- After students are done reading the articles, each group should discuss and answer the below questions based on their committee. Each committee will have 2-3 minutes to share out their thoughts.
 - Why are the youth protesting in the articles you read?
 - When and where did the protests take place?
 - What results, if any, came from the protests?
 - Do youth have the right to protest? If so, why should students have that right? Why shouldn't they?
 - Should there be limitations on youth involvement in protest movements?

- After students are done with reading and answering the questions within their committee, they will present their thoughts at the community meeting.
- Give each committee post-it notes to write down any thoughts, counterarguments, or questions they have for other committees. This will prevent the students from interrupting presentations. Have each group stand up and give their 2-3 minute presentation. After each committee has presented, open the floor for debate. Each committee can have a representative share their thoughts or arguments for another committee.
- Debrief with students about the activity they just did. Explain that protest movements have provided an outlet for youth in America to voice their concerns, especially when they are not of age to vote. Considering opinions of legislators, parents, schools, etc. allows for students to focus their efforts in the most efficient way possible to allow for the maximum protection of the law.

3. Evaluation/Assessment

- **Tweet-it out!- 5 minutes**
- On the white board, display or write the following instructions:
 - In 140 characters or less, answer one or more of the following questions:
 - 1. What does it mean to protest?
 - 2. Express your opinion on youth protesting/youth led protests.
 - 3. Is it important to have the freedom for speech and protest?
- Give each student a post-it note to write their tweet on. Have them stick it to the board as they leave the class.

4. Extension Activities

- **Share Your Voice!**
- If students finish the above activities before the end of the class period, have each student write a journal or quick write about a topic they, as a youth in America, would like to protest about. Students can consider the following questions as they write:
 - If you could pick an issue to protest about, what would you choose? Why?
 - How does that topic impact you as a youth in this country?
 - How would you mobilize fellow students?
 - Who is your target audience for the protest?
 - What results are you seeking to achieve with this protest? Why?

Student Name: _____

Date: _____

Why we March

Students: As you watch the video, fill in the grid below with your observations.

Hear What did you hear in the video? What did the speaker say?	See What movements did you see represented? Did you identify any imagery or symbols used by protesters?	Feel What emotions did you feel while watching the video?	Think What questions do you have about the right to protest? Did you learn anything new?
1.			
2.			
3.			
4.			
5.			