

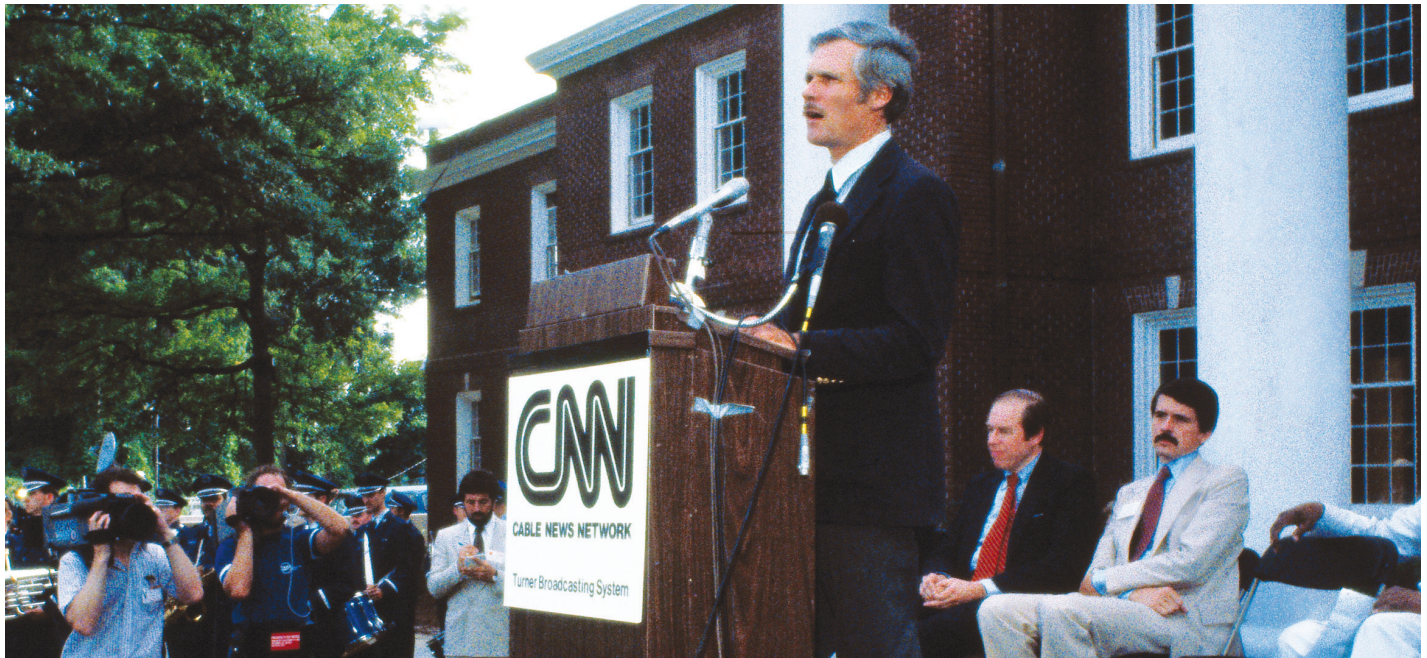
I HAVE A RIGHT!



grade 4

pre-visit activity - 60-90 minutes

SOCIAL STUDIES + **LANGUAGE ARTS**



OBJECTIVES

- Students will understand the meaning of the First Amendment of the Bill of Rights.
- Students will understand the concept of a free press.
- Students will debate the importance of a free press.

MATERIALS

- Access to the Internet
- Paper and pencils

PROCEDURE

1. Write the following sentence on the board, which is part of the First Amendment of the U.S. Constitution:
“Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.”
2. Ask students where this sentence came from. If they do not yet know, tell them that it comes from the Bill of Rights, the first ten Amendments to the Constitution, and that they were written as part of a compromise that helped to get the get all of the states to agree to it. You may use a list of the Bill of Rights [Worksheet #1 >>](#) OR: <http://bensguide.gpo.gov/9-12/citizenship/rights.html>>>

I HAVE A RIGHT!



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SOCIAL STUDIES + LANGUAGE ARTS

PROCEDURE (CON'T)

You will need to explain each right in a way that they can understand. If necessary, you can direct them to a website that explains in a kid-friendly way what each of the rights actually means.) Explain to students that the Bill of Rights was passed to protect individual people from any potential abuses of government.

3. Ask students to use context clues to write a short definition of the words “abridging,” “prohibiting,” and “redress.”
4. Form classroom debating teams. One side will argue for the importance of having a free press, the other side will argue against the need for a free press. Remind students that the term “free press” also applies to television news. To prepare for the debate, remind students that they need to find evidence or ideas to support their side. Note that in a classroom debate, it doesn’t matter if the person arguing a particular side personally agrees or disagrees with the position they have been assigned to take. The point of a classroom debate is to find reasons to support the position they have been assigned to argue.
5. When finished, ask students what was most difficult about supporting the side to which they were assigned. Review what was learned about the First Amendment.
6. Ask your students to write a letter as though they were going to send it to a citizen of another country in which freedom of the press is not guaranteed. Ask them to explain to that citizen why a free press is important.

CLOSING

Remind students that they are about to go on the Inside CNN Studio Tour. CNN and other news organizations would not exist as they are without the First Amendment protecting the right of free speech. Take a few minutes and watch one of the programs on CNN. When finished, ask students if any part of that particular broadcast might be impossible in a government in which free speech is not allowed.

GIFTED CONNECTION

Ask gifted students to create a song or a play about the Bill of Rights and what rights are outlined by the first ten amendments. Ask students to present their song or play to the class.

ASSESSMENT

1. Assess students’ understanding of the First Amendment by evaluating the information and presentation of their debate argument.
2. Assess students’ ability to work together.
3. Use the letter written in step 5 to assess students’ understanding of the need for a free press in a free society.

I HAVE A RIGHT!



grade 4
pre-visit activity - 60-90 minutes
SOCIAL STUDIES + LANGUAGE ARTS

LANGUAGE ARTS STANDARDS

ELA4LSV2

The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.

Critical Component: When responding to visual and oral texts and media (e.g. television, radio, film productions and electronic media) the student:

a. Demonstrates an awareness of the presence of the media in the daily lives of most people.

ELA4W2

The student demonstrates competence in a variety of genres.

Critical Component: The student produces informational writing (e.g. report, procedure, correspondence) that:

- a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest. an issue or situation.
- b. Frames a central question about an issue or situation.
- c. Creates an organizing structure appropriate to a specific purpose, audience, and context.
- d. Includes appropriate facts and details.
- h. Provides a sense of closure to the writing

SOCIAL STUDIES STANDARDS

SS4CG2

The student will explain the importance of freedom of expression as written in the First Amendment to the U.S. Constitution.



BILL OF RIGHTS



grade 4
SOcial STUDIES
worksheet 1-A

FIRST AMENDMENT

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

SECOND AMENDMENT

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

THIRD AMENDMENT

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

FOURTH AMENDMENT

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

FIFTH AMENDMENT

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

SIXTH AMENDMENT

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

BILL OF RIGHTS



grade 4
SOCIAL STUDIES
worksheet 1-B

SEVENTH AMENDMENT

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any Court of the United States, than according to the rules of the common law.

EIGHTH AMENDMENT

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

NINTH AMENDMENT

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

TENTH AMENDMENT

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.



HISTORY COMES ALIVE!

grade 4

pre-visit activity - 2 sessions

60 minutes each + time to read stories aloud

LANGUAGE ARTS



OBJECTIVES

- Students will write a story in the genre of historical fiction.
- Students will go through the writing process.
- Students will understand the importance of writing in the news production process.
- Students will become familiar with the genre of historical fiction.

MATERIALS

- Choose one video newscast from the CNN Student News site located at: <http://www.cnn.com/studentnews/> to use with this activity. You may choose today's newscast, or a newscast from the video archive. Each newscast is ten minutes long.
- Choose the news transcript that goes with the newscast chosen above. Written transcripts are located on the right hand side of the page under "Shows and Transcripts." Print out one page per group of two students.
- Access to a computer
- Paper and pencils

PROCEDURE

1. Remind students that the field trip to CNN is coming soon. On the computer, show students the CNN Student News web site at: <http://www.cnn.com/studentnews/> and demonstrate how the site works. It will have a video of today's news stories presented by an anchor as well as transcripts of news programs. There are other interesting sections of the page, including a section of maps which can be downloaded.
2. Once students are familiar with the page, go to the newscast you have chosen for today's activity. Ask students to watch the ten-minute broadcast. Review the stories seen.
3. Ask students to define the genre of historical fiction.

LANGUAGE ARTS STANDARDS

ELA4C1

The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

The Student:

c. Uses and identifies correct mechanics (end marks, commas for series, capitalization), correct usage (subject and verb agreement in a simple sentence), and correct sentence structure (elimination of sentence fragments).

g. Spells most commonly used homophones correctly (there, they're, their, two, too, to).

ELA4LSV1

The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student:

b. Asks relevant questions.

f. Displays appropriate turn-taking behaviors.

g. Actively solicits another person's comments or opinions.

h. Offers own opinion forcefully without domineering.

i. Responds appropriately to comments and questions.

HISTORY COMES ALIVE!

grade 4

pre-visit activity - 2 sessions

60 minutes each + time to read stories aloud

LANGUAGE ARTS



PROCEDURE (CON'T)

(A story based on a real event but in which the characters and minor events are fictional.) Discuss books or movies students may have seen that are historical fiction, such as *The Red Badge of Courage*.

4. Tell students that they are going to divide into pairs and use one of the news stories they have seen today to produce a piece of historical fiction. Explain to students that once an event happens, it becomes part of history. Their stories will be about very recent history that has happened within the last few days or weeks. Pass out a transcript of the chosen newscast.
5. Students will use one of the news stories within the newscast as a backdrop for a story about a fictional character who has been affected by or was involved in the news story seen on CNN Student News. The written transcript of the newscast is to be used as a reference to check facts and events.
6. Allow students to go through the writing process to create their story. They will use prewriting, drafting, revising, editing and publishing.
7. Divide the class into four story-reading groups. Allow each pair of students to read their story aloud to the class.

CLOSING

Discuss with students why a script (like the transcript they've read) is needed in news reporting. (The story is written first so that all facts are included and checked to make sure that the report is accurate.) Ask students to think about what might happen if anchors and correspondents worked without a written document to use during the on-air report. Tell students that when they go on their field trip they are going to learn ways that reporters make sure they know what to say on air.

L.A. STANDARDS (CON'T)

ELA4LSV2

The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.

Critical Component: When responding to visual and oral texts and media (e.g. television, radio, film productions and electronic media) the student:

- a. Demonstrates an awareness of the presence of the media in the daily lives of most people.

ELA4W1

The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student:

- a. Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.
- b. Writes texts of a length appropriate to address the topic or tell the story.
- c. Uses traditional structures for conveying information (e.g. chronological order, cause and effect, similarity and difference, and posing and answering a question).

HISTORY COMES ALIVE!

grade 4

pre-visit activity - 2 sessions

60 minutes each + time to read stories aloud

LANGUAGE ARTS

GIFTED CONNECTION

Ask gifted students to research other professions that require writing and to create a display showing how writing impacts these professions to present to the class. This could be in the form of a chart, graph, etc.

ASSESSMENT

Assess the story written by students. You may also want students to hand in their pre-writing materials for assessment.



L.A. STANDARDS (CON'T)

ELA4W2

The student demonstrates competence in a variety of genres.

Critical Component: The student produces a narrative that:

- a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.
- b. Establishes a plot, setting, and conflict, and/or the significance of events.
- c. Creates an organizing structure.
- h. Provides a sense of closure to the writing.

ELA4W4

The student consistently uses a writing process to develop, revise, and evaluate writing. The student:

- a. Plans and drafts independently and resourcefully.
- b. Revises selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.
- c. Edits to correct errors in spelling, punctuation.

WHAT'S GOING ON?



grade 4

post-visit activity - 60 minutes

SOCIAL STUDIES + LANGUAGE ARTS

OBJECTIVES

- Students will understand why staying informed and voting is important.
- Students will understand the roll the media plays in informing citizens.

MATERIALS

- Paper and pencils
- Poster board
- Magic markers, crayons, and colored pencils
- Attached “Issues” strips [Worksheet #2](#)>>

PROCEDURE

1. Ask students to describe CNN’s main function. (to bring the news to citizens of many nations around the world)
2. Ask students to do a “Think, Pair, Share” by:
 - a. **THINK** - Think about what it would be like if news reporting was unavailable through any media (television, Internet, newspapers, etc.). How would the United States be different?
 - b. **PAIR** - Get with a neighbor and compare ideas. Make a list of things that would be different in the U.S. if there were no news reporting.
 - c. **SHARE** - Ask each group to share a few of their ideas.
3. Ask students how this lack of information would impact a citizen’s right to know, and how citizens would make voting decisions. Would this lack of information impact a citizen’s ability to change things in his/her community or the nation? How?
4. Ask students to pretend for a few minutes that they live in a United States in which there are no newspapers, Internet, magazines or news programs on television. Ask students to get into groups. Each group should pull one “issue” out of [Worksheet #2](#)>>

SOCIAL STUDIES STANDARDS

SS4CG2

The student will explain the importance of freedom of expression as written in the First Amendment to the U.S. Constitution.

SS4CG3

The student will explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic.

b. Explain the necessity of obeying reasonable laws/rules voluntarily, and explain why it is important for citizens in a democratic society to participate in public (civic) life (staying informed, voting, volunteering, communicating with public officials).



WHAT'S GOING ON?



grade 4

post-visit activity - 60 minutes

SOCIAL STUDIES + LANGUAGE ARTS

a hat and figure out how they would inform the rest of the community, state or country about this issue without the use of those media.

5. Discuss the problems faced by students in getting information out to citizens. Relate what they discovered to the debate done in the social studies pre-visit activity concerning the need for a free press.
6. Ask students to write three paragraphs describing why staying informed about candidates and issues is important to voters. Ask students to also make a poster urging voters to stay informed about a particular issue. which they were assigned to cover. Remind students that when they interview people in the school, they should act with courtesy and good manners.

CLOSING

Talk to students about the value of the free press and the part news organizations play in the United States today. Discuss with students why they think the founding fathers thought that having a free press was so important that it is the first of the ten amendments in the Bill of Rights. Discuss with students the roll the Internet plays in informing citizens about issues. Is information on the Internet always accurate? How does the source of information impact accuracy?



LANGUAGE ARTS STANDARDS

ELA4LSV2

The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.

Critical Component: When responding to visual and oral texts and media (e.g. television, radio, film productions and electronic media) the student:

- a. Demonstrates an awareness of the presence of the media in the daily lives of most people.

ELA4W2

The student demonstrates competence in a variety of genres.

Critical Component: The student produces informational writing (e.g. report, procedure, correspondence) that:

- a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.
- b. Frames a central question about an issue or situation.
- c. Creates an organizing structure appropriate to a specific purpose, audience, and context.
- d. Includes appropriate facts and details.
- h. Provides a sense of closure to the writing.

WHAT'S GOING ON?

grade 4

post-visit activity - 60 minutes

SOCIAL STUDIES + LANGUAGE ARTS

GIFTED CONNECTION: ARE ALL SITES ON THE INTERNET RELIABLE?

Ask gifted students to listen to the news and choose one issue on which there might be debate and disagreement. Ask students to use only the Internet to get information on both sides of the issue. Students should keep track of the sites used. (Sites can be copied and pasted into a document.) Students will discuss the different sites used to get information and determine if they are reliable or not. Ask students to give their ideas about why different sites on the Internet are or are not reliable, and discuss the reasons they formed that opinion.

ASSESSMENT

1. Assess the paragraph and poster made in step 7 above to decide if your students understand why staying informed is important to them as citizens.



L.A. STANDARDS (CON'T)

ELA4W2

The student demonstrates competence in a variety of genres.

Critical Component: The student produces informational writing (e.g. report, procedure, correspondence) that:

- a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.
- b. Frames a central question about an issue or situation.
- c. Creates an organizing structure appropriate to a specific purpose, audience, and context.
- d. Includes appropriate facts and details.
- h. Provides a sense of closure to the writing.



ISSUES

grade 4
SOCIAL STUDIES
worksheet 2



ISSUES

PRINT AND CUT INTO STRIPS. PUT IN A CONTAINER AND ALLOW STUDENTS TO DRAW ONE.

- 1** Imagine that a park is being torn down to build a parking lot.
- 2** Imagine that a local school bond needs to pass in order to build a badly needed new school to replace one that was built in 1884.
- 3** Imagine that an elected official is accused of stealing money from the General Fund.
- 4** Imagine that there is a bill in the U.S. Senate to make the legal age to get a driving license throughout the country 21 years of age instead of 16.
- 5** Imagine that a state's governor just died. There will be an election next month to elect another governor.
- 6** Imagine that there has been a terrible hurricane that hit one of the coastal states. Many people are without homes and food.
- 7** Imagine that Physical Education, Music and Art classes might be eliminated from all schools in a state in order to fund state legislators' trips overseas.
- 8** Imagine that there is a national presidential election coming in two months. The only information you can get is through political campaign commercials. How do you get the facts?

EXPRESS IT IN HAIKU

grade 4

post-visit activity - one hour for poem +
one hour for watercolor background

LANGUAGE ARTS



OBJECTIVES

- The student will understand why people need to work for the common good of others in the community.
- The students will discuss problems in a variety of communities that can be addressed through actions of citizens.
- The student will create a Haiku poem.

[Worksheet #3 >>](#)

MATERIALS

- Paper and pencil
- Large construction paper
- Water color paints
- Black pens

PROCEDURE

1. Ask students to think about times that they have seen reports on CNN and other television news programs that gave information about disasters both in the United States and in other countries.
2. A great deal of money, time, and supplies are donated to organizations after people see the need through news broadcasts. Ask students if they know someone who has donated food, clothing, money, etc. after seeing the effects of a disaster on television.
3. **Ask students to define social responsibility.** (Social responsibility is a voluntary feeling of obligation taken on by one or more people, to help others in need as opposed to only themselves.) **Ask students to explain what social responsibility has to do with being a good citizen.** (A good citizen sees that the good of the community as a whole is necessary to the welfare of all people within the community.) **What social responsibilities do news organizations have?** (to report on important political issues, unfair practices and treatment of citizens, environmental disasters, etc.)

LANGUAGE ARTS STANDARDS

ELA4LSV2

The student listens to and view various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.

Critical Component: When responding to visual and oral texts and media (e.g. television radio, film productions, and electronic media) the student:

- a. Demonstrates an awareness of the presence of the media in the daily lives of most people.
- b. Evaluates the role of the media in focusing attention and in forming an opinion.

ELA4W1

The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student:

- a. Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirement.

EXPRESS IT IN HAIKU

grade 4

post-visit activity - one hour for poem +
one hour for watercolor background

LANGUAGE ARTS

PROCEDURE (CON'T)

4. Write the word "Community" on the board.
Ask students to list all of the communities to which they belong, (e.g. school, sport, town, state, nation, world)
5. Make a chart on the board with five sections. Write one of the following words at the top of each section: School, Town, State, Nation, World. Under each heading ask students to think of one issue or problem that could be addressed in this community through people working for the common good. (For example, if the town needs a new library, people could vote to pay more taxes to build a new one.)
6. To add some interest to the activity, ask students to use one issue listed in any of the named communities and make a Haiku poem about that it. A Haiku has three lines that do not rhyme. The first line has five syllables, the second seven syllables, and the third line again has five syllables. Haiku poems often evoke an image in the reader's mind. Remind students that they may choose to include a solution within their poem. Use [Worksheet #3](#) called, "Writing a Haiku Poem" to help students get the idea of Haiku poetry.
7. Once the poems are written, ask students to use watercolor paint on a large piece of construction paper to create a background picture that tells something about the problem. For example, if the poem is about war, the picture might be of explosions. If the poem is about hunger, the picture might be of an empty dinner plate. Once the picture is dry, ask students to use a black pen to write their Haiku poem on the picture.
8. Bind the poems together in a class book with the title: "Express it in Haiku"

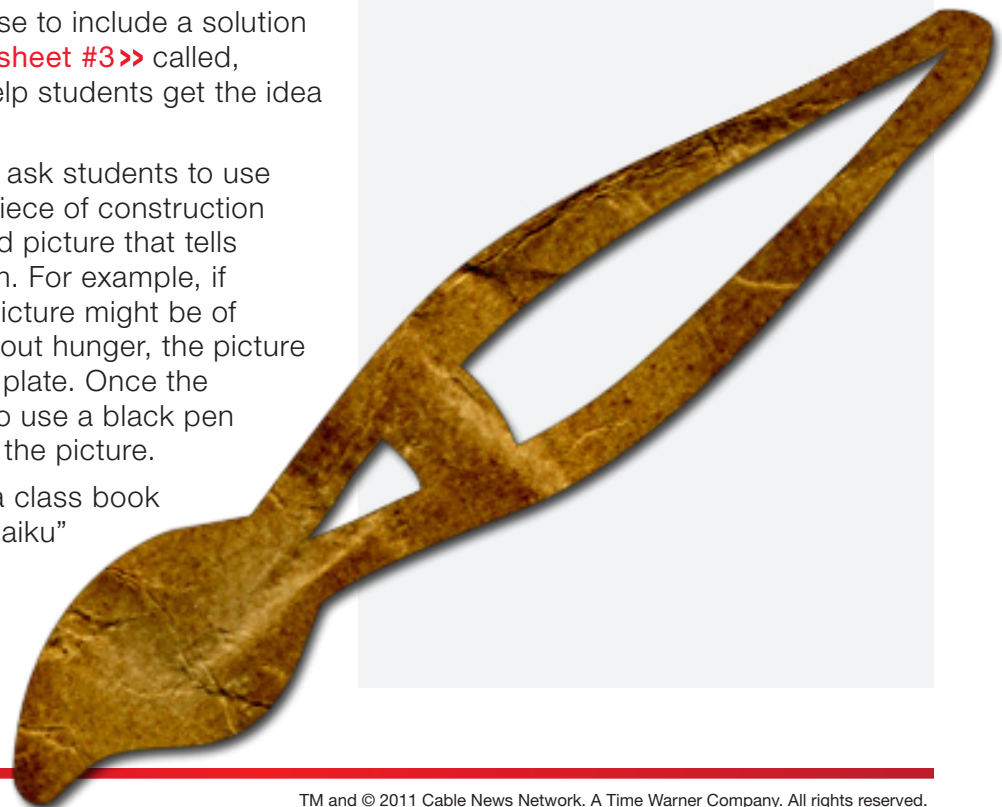


SOCIAL STUDIES STANDARDS

SS5CG4

The student will explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic.

- a. Explain the necessity of respecting the rights of others and promoting the common good.



EXPRESS IT IN HAIKU

grade 4

post-visit activity - one hour for poem +
one hour for watercolor background

LANGUAGE ARTS



CLOSING

Discuss with students why working for the common good is important to the community. Review with students ways that news organizations help to promote the common good through investigation and reporting.

GIFTED CONNECTION

Ask gifted students to look at other forms of poetry such as Cinquain, Limerick, and Acrostic etc. and make a portfolio of 3-5 poems about one current political issue or problem in the world using different types of poetic verse.

ASSESSMENT

1. Informal assessment can be taken during the discussion to assess student understanding.
2. Assess poem in step 6.



EXPRESS IT IN HAIKU

grade 4

LANGUAGE ARTS

worksheet 3



WRITING A HAIKU POEM

Haiku Poems are made in a very special way. The three-lined poem is based on syllables with the first line having five syllables, the second line seven and the third line five syllables again. Haiku poems are often about nature, but always make you feel or see an image in your mind. A good Haiku poem “packs a punch” in only a few words and they are not as easy to write as you might think! Below is one example:

EARTHQUAKE

**The Earth shakes with hate
Haiti’s people cry for help
The world comes with love**

NOW TRY ONE YOURSELF:

First start with a title: _____

**The first line
has five syllables** _____

**The second line
has seven syllables** _____

**The third line
has five syllables** _____