**Teachers: Rebekah Pignaloso, Suzanne Perlis, Steve Hauk**

**OBJECTIVE:** I can discuss possible limits on First Amendment freedoms and why they are sometimes necessary using evidence from teacher provided sources.

**(10 minutes) Warm up:** Students enter classroom and answer “yes or no” to whether they think that certain freedoms/actions are allowed or not (flag burning, medical marijuiana, protests, pledge of allegiance/kneeling)

**(10 minutes) I do:** Highlight how all of the actions on the handout are protected under the Constitution - whether we agree or not. Read the First Amendment as a class, going over the language that may be confusing or causing strife

“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.”

**(25 minutes) You do: JIGSAW activity  
1.** Read the links posted in your class folders (sorted by group issue- 2 per issue)

2. As a group, summarize why this issue is protected under the first amendment

3. Identify possible pitfalls/areas of contention

second half:

1. switch into a group that has a representative from all other viewpoints
2. compare the explanations from each of the groups in the class and why each of these expressions of freedoms are allowed under the Constitution

**Wrap up:**

* Go back to your original group and choose a response piece as an assessment to be completed the following period. (this will be the plan for the next class)
* opinion essay, video blog, poster
* Respond to - When are there (if any) limits to your First Amendment rights? Explain why using one of the sources you read in class today.