

## UNDERSTANDING RIGHTS AND PRIVILEGES



### Mini-Lesson

#### Goals

To provide students a background vocabulary to understand the issues that necessitated the First Amendment. By the end of the unit, students will be able to discuss the differences between privileges and rights.

#### Objectives

To provide the groundwork for understanding the terms and setting for instruction and dialogue about the First Amendment.

To point out the subtle differences and connotations between "allowing," "condoning," and "guaranteeing;" and those between "privileges" and "rights."

To review what certain wording meant at the time it was written and what it means today.

#### Prerequisites

Understanding that a constitution was a compromise and failed to cover everyone's concerns.

#### Lesson Description

The lesson intends to prepare students to grasp the importance of the First Amendment by making sure they understand the problems and atmosphere of Colonial America and relevant vocabulary.

## **Lesson Procedure**

**Prep set:** Is driving a car a right or a privilege?

**Focus:** What is the difference between a right and a privilege?

**Activity:**

Have students or groups research definitions of "rights" and "privileges." Give examples of each.

Discuss definitions of "allowing," "condoning," and "guaranteeing." Student discussion of examples and experiences.

## **Assessment/Evaluation**

Depending on the abilities of the class and time constraints, assessment may range from discussions to written essays.

Suggested essays/discussion questions:

## **Resources**

- [www.the7thfire.com/Politics%20and%20History/DrivingRight.html](http://www.the7thfire.com/Politics%20and%20History/DrivingRight.html)
- [www.constitutionpreservation.org/assets/chapter2.pdf](http://www.constitutionpreservation.org/assets/chapter2.pdf)
- <http://www.youtube.com/watch?v=U-yV-WDY0b4>
- [www.indegayforum.org/blog/show/31542.html](http://www.indegayforum.org/blog/show/31542.html)
- [www.stormy.org/rights.htm](http://www.stormy.org/rights.htm)
- <http://www.ncd.gov/newsroom/publications/2000/privileges.htm>
- [www.allacademic.com/meta/p115979\\_index.html](http://www.allacademic.com/meta/p115979_index.html)
- <http://images.google.com/imgres?imgurl=http://www.cfarfreedom.org/2001contest/suleska.GIF&imgrefurl=http://www.cfarfreedom.org/2001contest/suleska.html&h=393&w=597&sz=8&hl=en&start=15&um=1&tbnid=itl4m6rMBWRc6M:&tbnh=89&tbnw=135&prev=/images%3Fq%3Dfirst%2Bamendment%26um%3D1%26hl%3Den%26rls%3Dcom.microsoft:en-us:IE-SearchBox%26rlz%3D117SUNA%26sa%3DN>

## **Images**

- <http://www.fennoycg.com/images/diversity.gif>
- <http://www.aclusonoma.org/images/teachingTheFirstAmendment.jpg>
- <http://www.pierretristam.com/images2/i07a/0223-first-amendment.jpg>
- <http://images.google.com/imgres?imgurl=http://www.cooperativeindividualism.org/calvin-on-first-amendment.jpg&imgrefurl=http://www.cooperativeindividualism.org/political-economy-of-calvin-and-hobbes-2.html&h=261&w=800&sz=155&hl=en&start=16&um=1&tbnid=afcC7XCCjbWXML:&tbnh=47&tbnw=143&prev=/images%3Fq%3Dfirst%2Bamendment%26um%3D1%26hl%3Den%26rls%3Dcom.microsoft:en-us:IE-SearchBox%26rlz%3D117SUNA%26sa%3DN>

- <http://images.google.com/imgres?imgurl=http://www.loc.gov/rr/print/swann/herblock/images/s03599u.jpg&imgrefurl=http://www.loc.gov/rr/print/swann/herblock/sand.html&h=930&w=640&sz=105&hl=en&start=23&um=1&tbnid=mAUUP-xUczsSVM:&tbnh=147&tbnw=101&prev=/images%3Fq%3Dfirst%2Bamendment%26start%3D20%26ndsp%3D20%26um%3D1%26hl%3Den%26rls%3Dcom.microsoft:en-us:IE-SearchBox%26rlz%3D117SUNA%26sa%3DN>
- [http://www.buzzflash.com/articles/files/images/080106\\_wahl.jpeg](http://www.buzzflash.com/articles/files/images/080106_wahl.jpeg)
- <http://firstamendment.jideas.org/downloads/handelsman.jpg>
- <http://www.ioba.org/newsletter/archive/v11/images/iobanl-1stamendment-5-03.jpg>