

Becoming a Better Speaker

PURPOSE

This lesson will explain and demonstrate effective speaking techniques and provide methods for becoming a better speaker. You will learn how to overcome nervousness in public speaking, the six major categories of speeches, and the purpose and benefits of impromptu speaking. You will learn tips to improve your speaking skills through preparation and concentration.

"The human brain is a wonderful thing. It operates from the moment you are born until the first time you get up to make a speech."

Howard Goshorn.

Introduction

Most individuals spend seven out of every ten waking hours communicating, three-fourths of their communication being by speech. The average person speaks some 34,020 words a day. That is equal to several books a week, more than 12 million words a year. With all that speaking, the likelihood of you being asked to give a speech is high.

When you were younger, being the center of attention was probably fun. Now that you are older, you are probably much more concerned with your appearance and what people think of you. You may be much more nervous about **public speaking**. With the right knowledge and practice, you can minimize this **nervousness**.

Speeches are not made alone in a room. When you give a speech, there is always an audience. You and the audience have a two-way relationship. You "give" the speech to the audience. In turn, the audience gives you their attention and reaction, called feedback. The advantage of oral communication is that it is a face-to-face process of mutual give and take.

At some point, you will be asked to speak in front of your class, at a family gathering, at a club group, or some other public environment. Perhaps you have already experienced these situations. If so, you know that being nervous can be the hardest hurdle to overcome.

Coping with Nervousness

Recent studies show that speaking in front of a group is by far the greatest fear of most people. It ranks ahead of the fear of dying, riding in an airplane, or failure in other areas of one's personal life.

You have probably already had to talk in front of a group of people. You may have felt one or more of the common symptoms of nervousness, including:

- Shaking knees
- Dry mouth
- Quivering voice
- Stomach pains
- Loss of memory

One of the most important concepts on which you should **focus** when you are nervous about speaking in public is that you are not alone. Whatever group you are facing, look around and

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realize that you have something in common with everyone there. Every person you see has been, or will be, in your situation at some time. In many cases, such as classroom speaking, you are all members of the same group.

“There are two types of speakers: those that are nervous and those that are liars.”

Mark Twain

Another **coping strategy** to deal with nervousness is to realize that you look more confident than you actually feel. Think about all the newscasters you have seen on television. Many of them have said that they feel “stage fright,” yet it is rarely noticeable. Look how many instructors must stand before a classroom and keep the attention of their students. For many individuals, being “in the spotlight” is their profession or career. For other individuals, presenting a speech is an occasional event, such as in speech classes. For everyone, feeling the symptoms of nervousness is ordinary, but it rarely shows.

Keep in mind that your listeners are there to hear what you have to say. Assume they are a friendly crowd. They are not “out to get you.” They are waiting to learn some interesting information.

Another important point to remember is to **concentrate** on your speech content. Do not concentrate on how you are saying it. If you are discussing a subject in which you are interested, the audience will perceive this. If you are more focused on your gestures and your emphasis on certain words, both you and the audience will be distracted.

Be aware of your nervousness before you begin and deal with it. Take some deep breaths and perhaps even do some stretches. Give yourself some time to collect your thoughts.

The best way of all to overcome nervousness is to know that you are prepared. Proper preparation and rehearsal can help to reduce fear by 75%. Practice your speech in front of a mirror. Try to practice enough to minimize using your notes. If you know your subject very well, and are solidly prepared, you will balance your nervousness with a strong feeling of confidence. The audience will see your level of confidence.

Coping Strategies

To review, here are some strategies for coping with and overcoming nervousness:

- Look at the audience and know that they all feel nervous when giving a speech.
- Remember that the audience is there to hear what you have to say.
- Concentrate on the subject.
- Keep in mind that your nervousness does not show.
- Prepare, prepare, prepare.
- Practice, practice, practice.
- Breathe deeply.

Tips for Presentation

After you have gathered the necessary information for your speech, you are ready to present it. When you stand before your audience, remember the strategies for dealing with nervousness. Take a few seconds, breathe deeply,

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and begin your presentation. Proper breathing techniques can reduce fear by 15%.

Remember to be yourself. While you are in front of the audience, think positively. Know that the audience is there to learn and listen.

Establish eye contact with members of the audience. Some members of the audience may not return the eye contact. The solution is to establish eye contact with the individuals who are returning your interested look. Remember, this is the way to begin talking *with* your audience and not just *to* them. You are communicating with both your words and your eyes.

When you are giving a speech, you should not read from your notes. Only glance at your notes occasionally, to be sure that you are following the outline and format of your speech.

Try to avoid a lot of body shifting. The movements and gestures you make can be very distracting to the audience. Shuffling your feet or scratching your ear will cause the audience to lose concentration.

Also avoid those interrupting pauses such as, "Uh," "You know," "I mean," "Well," and "So." Adding these phrases is a very common habit for speakers. It can also be a hard habit to break, and one that will take some effort and concentration.

Everyone makes mistakes when they are speaking. If you accidentally say a wrong word or you suddenly lose track of where you are, do not panic, but attempt to smile. Smiling through your fumbles tells the audience that although you made a slight mistake, you are still in control of the situation. Correct it, if it is an important point. If it is not, disregard your blunder and continue with your presentation. Go a little more slowly and take your time, maintaining your concentration.

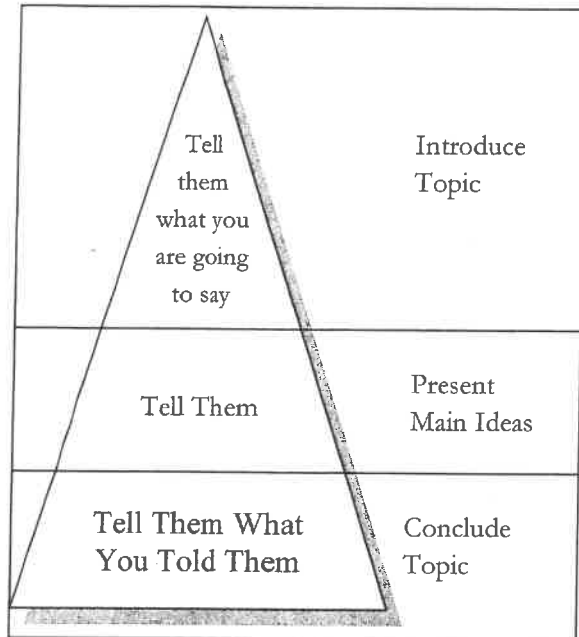
What is equally important in giving a speech is concluding it. When you are finished, do not rush back to your seat. Be professional and ask if anyone has any questions. Look around with composure and if there are no questions, politely say, "Thank you" and go sit down. However, if there are questions, answer them as well as you can. If the information has already been covered in the speech, do not give an extensive explanation. Be brief. Remember, you are the expert on the subject.



Basic Speech Structure

All types of speeches basically have a beginning, middle, and an end. They use a standard format for organization. You tell the audience what you are going to say, you say the main part of your speech, and then you tell the audience what you told them.

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While preparing your speech, you will follow the six basic steps to effective speech writing.

1. Analyze the purpose of the speech and the audience.
2. Conduct research and gather information.
3. Support your ideas
4. Organize all the material.
5. Draft and edit the speech.
6. Practice and get feedback.

Types of Speeches

There are six major categories of speeches:

- **Informative**
- **Persuasive**
- **Actuating**

- **Argumentation**
- **Entertaining**
- **Impromptu**

The purpose of each speech varies, depending on what you are attempting to accomplish as a speaker.

The Informative Speech

The speech to inform does exactly what it says. It informs or tells the audience about something. It delivers information so that the audience can grasp and remember important data about the subject. The goal is for the audience to accomplish understanding of the subject. An example is a presentation on how to disassemble and reassemble the M14 rifle.

The Persuasive Speech

The speech to persuade attempts to change the audience's minds and/or behavior toward something. An example is persuading listeners not to "drink and drive."

The Actuating Speech

The speech to actuate is a motivating speech like the persuasive speech, but the difference is that the speech to actuate calls for immediate action. For example, suppose your school principal announces that the school team needs to be encouraged about a big upcoming game. Then, the resulting action may be in the form of a school "pep" rally.

The Argumentation Speech

The argumentation speech must be structured as most other speeches. It must rely on logical appeals. This type of speech is also known as a kind of reasoned persuasion. Many debates in social and political fields are based on this kind of speech. Another common example is the closing

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argument an attorney makes during a courtroom trial.

The Entertaining Speech

The speech to entertain is used to relay a message in an entertaining manner. Humor plays an important part in this speech. For this reason, the entertaining speech can be difficult to present because humor is of a personal nature. Everybody is different as far as what makes them laugh. But, if an entertaining speech is presented well, it can be very effective. When someone is being honored, very often another person will make a humorous speech about the honoree, perhaps telling a funny story about the person.

The Impromptu Speech Builds Self-Confidence

The impromptu speech is something a little different, since most impromptu speeches are presented without elaborate preparation. The word “impromptu” means “to do something without preparation or advance thought — off-hand.”

“It usually takes me more than three weeks to prepare a good impromptu speech.”

Mark Twain

Building Self-Confidence

Practicing

For beginners, impromptu speeches are necessary in helping the individual to gain **self-confidence** and the ability to “think on your feet.” Impromptu speaking is an effective training device. The more practice you have in giving impromptu speeches, the better qualified you will be to deliver prepared talks. Suppose your

instructor asked you to stand up and give an impromptu presentation on why you decided to join the MCJROTC. Pause for a few seconds before you begin and collect your thoughts.

Benefits

If you sound smooth and polished when giving an impromptu speech, both you and your audience will be impressed. By practicing, you will be capable of putting your thoughts into logical order. You will talk clearly and convincingly to your audience without any notes. Remember that your audience will not be expecting an elaborate speech, but they are there to hear you tell them something of interest.

Techniques

The best way to be prepared for the “unprepared” is to stay up-to-date in your field of interest. Clipping and saving articles and reading newspapers or news magazines are ideal ways to do this. Communicating with people who share your area of interest also helps you broaden your understanding.

Imagine a storehouse in your mind where you will file these different bits of information. When you stand to speak “impromptu,” you will be prepared to pull out the needed data from your mental file. For example, reading up on MCJROTC and discussing your future in it with your instructor will add to your ability to discuss this subject with your audience.

One way to organize your thoughts for an impromptu speech is to use a “Past, Present, Future” format. Speak first about the past of the subject, such as how the MCJROTC unfolded in the beginning and what has been done to increase the number of cadets. Then, speak about the organization and the role it plays today by considering what is happening now and what kind of learning takes place. And next, contemplate the

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future. Consider what things may change, what improvements may be made, and where MCJROTC may be ten years from now.

Another procedure to use in your presentation is to support your ideas with examples or statistics. In addition, try to find experiences from your past that will add to your speech and make your points believable. For example, suppose your instructor asked you to make a speech about seatbelts and whether or not you favor a mandatory law for wearing them. You could talk about how you feel wearing seatbelts is a wonderful idea. But, most people already know that. You would not be telling them anything they did not already know. Instead, state why a mandatory law is a good idea by attaching it to something you have seen, heard, or read in the news. You could say something like, "I read in the newspaper the other day that a family of four survived a car accident because they were wearing seatbelts. The report said that if it were not for that, they would have been thrown violently from their car. More than likely, they all would have died."

Also, always be sure to take your time. Of course, some situations require a minimum or maximum time. Remember that you will need to collect your thoughts and to wait for the audience to quiet down. Most important, do not rush head-on into your presentation. Concentrate on what you are saying and what you want to say.

Finally, try to stay on the subject. Keep focusing on the topic in your mind so that your examples or stories are extended from that basis. Practicing at home will help you be prepared in the classroom or anywhere the impromptu situation arises. Pick any object in your room or any story in the newspaper. Contemplate what you could say about it. Speak about the item while timing yourself.

Tips for Impromptu Speaking

Remember these techniques to improve impromptu speaking:

- Stay knowledgeable on a variety of topics.
- Try a format such as "Past, Present, Future."
- Support your ideas with examples or statistics.
- Add personal experiences.
- Do not rush. Collect your thoughts.
- Concentrate on what you are saying.
- Stay on subject.
- Practice giving impromptu speeches.

Conclusion

Speech is the most widely used medium of communication. The main purpose of any speech presentation is to deliver clear and specific ideas to the listeners. Practicing the impromptu speech is an ideal way for many individuals to gain self-confidence and the ability to communicate "on their feet."

Although fear of speaking is common, studies show that one of the most admired qualities in others is their ability to speak in front of a group.

Like writing, speaking is a skill. Once you grasp the basics, the rest is practice, polish, and style. You may be embarrassed by initial mistakes, but you will survive. Few of us will become great speakers, but all of us can become more effective speakers if we take the time to practice the basics.



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HANDOUT

Name: _____
Date: _____
PLT: _____

- 1 (LE1-C3S4T4:LQ2)

True or False:

Speaking in front of a group is by far the greatest fear for most people.

True

- 2 (LE1-C3S4T4:LQ3)

True or False:

When giving a speech, remember that you typically look more confident than you feel.

True

- 3 (LE1-C3S4T4:LQ4)

Which of the following are steps of speech writing?

Conduct research and gather information

Support your ideas

Organize all the material

- 4 (LE1-C3S4T4:LQ5)

Which of the following is a way to build your self-confidence in speaking?

Stay prepared by keeping up-to-date in your areas of interest.

- 5 (LE1-C3S4T4:LQ6)

You are asked to give a speech on the use of a new type of shooting technique. What type of speech is this?

Informative

- 6 (LE1-C3S4T4:KW1)

When someone behaves confidently because they feel sure of their abilities or value.

Self-confidence

- 7 (LE1-C3S4T4:KW2)

Shaking knees, dry mouth, and loss of memory are all symptoms of...

Nervousness

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HANDOUT

8 (LE1-C3S4T4:VQ1)

In Video 1, the Marine Corps Drill Instructor was speaking to new recruits riding into Parris Island for boot camp.

What type of speech was he giving?



Persuasive

9 (LE1-C3S4T4:VQ2)

The Drill Instructor decided to tell a personal story about himself.

Why do you think he did this?

He wanted to make the speech personal so it would be more persuasive.

10 (LE1-C3S4T4:VQ3)

In Video 2, the Marine was speaking to potential Marine Corps recruits. Unlike Video 1, his speech was more _____, rather than persuasive.

informational



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HANDOUT

11 (LE1-C3S4T4:VQ4)

In Video 2, the presenter decide to start off by having a Drill Instructor and other Marines run through a series of verbal orders and physical exercises.

Why do you think he did this?

To get the attention of the audience

12 (LE1-C3S4T4:VQ5)

George C. Marshall was trying to convince Congress to allocate money to rebuild Europe after World War II. This later became known as The Marshall Plan.

His speech could be considered a combination of which several types of speeches?



Argumentative, Persuasive and Actuating

13 (LE1-C3S4T4:VQ6)

At the end of his speech, George Marshall stops reading from his written notes, starts to use hand gestures, and becomes more dramatic in his tone.

Why do you think he did this?

A It is an effective persuasion technique to use hand gestures and dramatic tone to call attention to key points.

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14 (LE1-C3S4T4:VQ7)

In Video 4, the cadet talks about her experience with the Junior Leadership Cadet Corps program.

Her speech could be considered a mixture of which two types of speeches?



Informative and persuasive

15 (LE1-C3S4T4:VQ8)

The cadet in Video 4 demonstrates a nearly flawless example of how to give a perfect speech. However, she does one small thing during her speech that, particularly if she had done it more often, can be distracting to an audience.

Did you catch it?

A She uses the phrase "you, know" a few times as she searches for her next idea.

16 (LE1-C3S4T4:VQ9)

The student in Video 5 was most likely giving what type of speech?



Impromptu, because she appeared to be speaking "off-the-cuff" and without elaborate preparation.

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HANDOUT

17 (LE1-C3S4T4:VQ10)

In Video 6, the student was giving what type of speech?



A Informative

18 (LE1-C3S4T4:VQ11)

In Video 6, the student does which of the following to help his listeners understand his concept.

Speaks clearly, with good speed and pacing between his words
Uses visual aids to make the ideas more clear
Has good posture and eye contact

LEON HIGH SCHOOL
BECOMING A BETTER SPEAKER
QUIZ

Name: _____

Date: _____

PLT: _____

- 1 (LE1-C3S4T4:LQ2)
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 - A True
 - B False
- 2 (LE1-C3S4T4:LQ3)
True or False:
When giving a speech, remember that you typically look more confident than you feel.
 - A True
 - B False
- 3 (LE1-C3S4T4:LQ4)
Which of the following are steps of speech writing?
 - A Conduct research and gather information
 - B Support your ideas
 - C Organize all the material
 - D All of the above
- 4 (LE1-C3S4T4:LQ5)
Which of the following is a way to build your self-confidence in speaking?
 - A Never practice.
 - B Just make something up as you go.
 - C Rush into your speech.
 - D Stay prepared by keeping up-to-date in your areas of interest.
- 5 (LE1-C3S4T4:LQ6)
You are asked to give a speech on the use of a new type of shooting technique. What type of speech is this?
 - A Persuasive
 - B Informative
 - C Argumentation
 - D None of the above
- 6 (LE1-C3S4T4:KW1)
When someone behaves confidently because they feel sure of their abilities or value.
 - A Nervousness
 - B Self-confidence
- 7 (LE1-C3S4T4:KW2)
Shaking knees, dry mouth, and loss of memory are all symptoms of...
 - A Nervousness
 - B Self-confidence

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QUIZ

8 (LE1-C3S4T4:VQ1)

In Video 1, the Marine Corps Drill Instructor was speaking to new recruits riding into Parris Island for boot camp.

What type of speech was he giving?



- A Informative
- B Entertaining
- C Persuasive
- D Actuating

9 (LE1-C3S4T4:VQ2)

The Drill Instructor decided to tell a personal story about himself.

Why do you think he did this?

- A He wanted to increase the recruits understanding of what to expect when they got to boot camp
- B He was trying to "fill time" because the bus ride was taking longer than expected.
- C He wanted the recruits to feel sorry for him so it would be more entertaining.
- D He wanted to make the speech personal so it would be more persuasive.

10 (LE1-C3S4T4:VQ3)

In Video 2, the Marine was speaking to potential Marine Corps recruits. Unlike Video 1, his speech was more _____, rather than persuasive.



- A argumentative
- B informational
- C actuating
- D entertaining

LEON HIGH SCHOOL
BECOMING A BETTER SPEAKER
QUIZ

11 (LE1-C3S4T4:VQ4)

In Video 2, the presenter decide to start off by having a Drill Instructor and other Marines run through a series of verbal orders and physical exercises.

Why do you think he did this?

- A To get the attention of the audience
- B To demonstrate proper drill procedure
- C To scare the audience
- D To increase the physical endurance of the Marines

12 (LE1-C3S4T4:VQ5)

George C. Marshall was trying to convince Congress to allocate money to rebuild Europe after World War II. This later became known as The Marshall Plan.

His speech could be considered a combination of which several types of speeches?



- A Impromptu, Entertaining and Argumentative
- B Argumentative, Actuating and Entertaining
- C Informative, Argumentative and Impromptu
- D Argumentative, Persuasive and Actuating

13 (LE1-C3S4T4:VQ6)

At the end of his speech, George Marshall stops reading from his written notes, starts to use hand gestures, and becomes more dramatic in his tone.

Why do you think he did this?

- A It is an effective persuasion technique to use hand gestures and dramatic tone to call attention to key points.
- B He thought it would be more entertaining for his audience.
- C He had probably not had time to prepare this speech so he was repeating the points he had made earlier.
- D He was preparing to fight someone in the room who disagreed with him.

LEON HIGH SCHOOL
BECOMING A BETTER SPEAKER
QUIZ

14 (LE1-C3S4T4:VQ7)

In Video 4, the cadet talks about her experience with the Junior Leadership Cadet Corps program.

Her speech could be considered a mixture of which two types of speeches?



- A Impromptu and entertaining
- B Informative and persuasive
- C Argumentative and entertaining
- D Persuasive and entertaining

15 (LE1-C3S4T4:VQ8)

The cadet in Video 4 demonstrates a nearly flawless example of how to give a perfect speech. However, she does one small thing during her speech that, particularly if she had done it more often, can be distracting to an audience.

Did you catch it?

- A She uses the phrase "you, know" a few times as she searches for her next idea.
- B She looks down to read her notes several times during the speech.
- C She does not seem to be knowledgeable about the topic.
- D She makes a political joke that might be offensive to some listeners.

16 (LE1-C3S4T4:VQ9)

The student in Video 5 was most likely giving what type of speech?



- A Informative, because she was trying to teach people about different kinds of blood types.
- B Argumentative, because she was laying out the logical reasons that someone should believe her viewpoint.
- C Actuating, because she was calling her listeners to immediate action.
- D Impromptu, because she appeared to be speaking "off-the-cuff" and without elaborate preparation.

LEON HIGH SCHOOL
BECOMING A BETTER SPEAKER
QUIZ

17 (LE1-C3S4T4:VQ10)

In Video 6, the student was giving what type of speech?



- A Informative
- B Persuasive
- C Argumentative
- D Impromptu

18 (LE1-C3S4T4:VQ11)

In Video 6, the student does which of the following to help his listeners understand his concept.

- A Speaks clearly, with good speed and pacing between his words
- B Uses visual aids to make the ideas more clear
- C Has good posture and eye contact
- D All of the above
- E None of the above

Rights, Responsibilities, and Privileges

PURPOSE

*The first ten amendments to the Constitution of the United States are collectively known as the **Bill of Rights**. These amendments identify the basic freedoms and rights guaranteed to all American citizens. The purpose of this lesson is to explore these rights in greater detail.*

Each American citizen has rights and responsibilities that go hand in hand with our democracy. Because of our democratic form of government, we enjoy freedoms and rights that do not exist in other countries.

The Bill of Rights

The United States is a **representative democracy**: a government under which voters elect their representative. In this sense, the United States is, as Abraham Lincoln said, “A government of the people, by the people, and for the people.”

When the framers of the Constitution met in Philadelphia and wrote the document that serves as the supreme law of the land, they wanted to ensure that government would not attain too much power. The Constitution included a series of checks and balances between the executive, legislative, and judicial branches. The Constitution also established a separation of power between the branches of government. However, many of those involved in the discussion of the document felt that it was fatally flawed because it did not include written protection for the rights of the people. It

specified what the government could do, but did not say what it could not do.

The absence of a “bill of rights” turned out to be an obstacle to the ratification of the Constitution by the states. For the next four years there was intense debate about what form the new government would take. The Federalists, including George Washington, Alexander Hamilton, and John Adams, opposed including a bill of rights on the grounds that it was unnecessary. Well-known colonists like George Mason and Patrick Henry of Virginia actively campaigned against ratification. Anti-Federalist Thomas Jefferson argued that, “A bill of rights is what the people are entitled to against every government on earth, general or particular, and what no just government should refuse.”

The American Bill of Rights, inspired by Jefferson and drafted by James Madison, was accepted as the first ten amendments to the Constitution in 1791. It was the guarantee of the individual freedoms identified in the Bill of Rights that enabled the state legislatures to agree to ratify the Constitution.

Many people feel that their constitutional rights are absolute (without limitations). Other people weigh these rights against the need to preserve order in America. Our nation has seen a constant disagreement of majority rule and minority rights. However, the Constitution provides a balance that allows majority rule while protecting the rights of all.



The First Amendment – Religious and Political Freedom

“Congress shall make no law respecting the 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 to peaceably assemble, and to petition the Government for redress of grievances.”

Freedom of Religion

The first right guaranteed in the *Bill of Rights* is the freedom of religion. Religious freedom was important to the colonists because the religious intolerance that many had experienced in Europe caused them to migrate. Many experienced that same intolerance in America.

The First Amendment contains laws that protect the religious freedom of the citizens: the establishment clause and the free exercise clause. Both of these clauses apply to state and local governments.

The establishment clause states that the government can neither impose a specific religion nor can it prevent the practice of a specific religion. This amendment prohibits the government from setting up an official or established church and prevents it from passing laws that would aid one or all religions or that would show preference for one religion over another.

The free exercise clause states that citizens are free to join any religious body (or none at all) and that each religious body is free to practice its own beliefs and form of worship, without government interference.

Freedom of Speech

Freedom of speech is the right to say (express orally your thoughts, ideas, or opinions) the truth about anything.

However, there are important limitations to the freedom of speech. If false or harmful statements unjustly damage someone's reputation, the person about whom the statements were made may sue the speaker in a court of law. Additionally, you do not have the right to use your freedom of speech to cause someone physical harm. For example, you do not have the right to yell “Fire” in a building just to see what happens.

Within these limitations, citizens can discuss any question or express their ideas or opinions about anyone or anything freely, even to criticize the government or the president.

Freedom of the Press

Freedom of the press is the right to write, print, or publish truthful thoughts, ideas, or opinions about anything. The press includes magazines, newspapers, books, television, radio, movies, and other forms of communication. You cannot use this freedom to make false statements,

but you can use it to report any true incidents or violations including those within government agencies.

Freedom of Assembly

Freedom of assembly gives you the right to hold meetings and gatherings. This freedom allows Americans to come together, peaceably, for business or pleasure, to listen to speeches, stage demonstrations, or organize protest marches. However, the government (primarily local or state) can require individuals or groups to obtain permits before they speak or demonstrate on public property and can deny permission to assemble if it considers the assembly unreasonable or unconstitutional.

Freedom of Petition

Freedom of petition is the right to ask the government to take action -- or not to take action -- on something without fear of penalty. For example, you have the right to write your state representative in Congress and to ask him/her to work on, pass, or modify certain laws.

The Second Amendment – The Right to Bear Arms

“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.”

The Second Amendment prevents the government from prohibiting ownership of weapons by citizens. The framers of the Constitution did not foresee the ability of the United States to have a standing army with the rapid deployment capabilities of our modern armed forces. For that reason, a militia composed of ordinary citizens was essential to the new nation's security.

The Second Amendment is extremely controversial. One side of the issue maintains that gun control laws such as registration, waiting periods, and banning of the sale of some types of weapons restricts but does not prohibit gun ownership. On the other hand, there are people who feel that the Second Amendment gives everyone the right to own or purchase a gun without restriction, and that the government cannot pass laws to take that right away.

The Third Amendment – Quartering of Soldiers

“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.”

Congress added this amendment to the Bill of Rights to ensure the government could never force its citizens to house (or quarter) soldiers in their homes during peacetime without the owner's consent. During colonial times, it was not an unusual practice to have British soldiers literally move into the homes of the colonists.

The Fourth Amendment – Search and Seizure

“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.”

This amendment limits the government's power to search and to take custody of a citizen's property. Courts require a search warrant and probable cause to conduct a legal search. Warrant means “justification” and refers to a document issued by a magistrate judge indicating the name,

address, possible offense committed, and property to be seized.



The Fifth Amendment – Criminal Proceedings and Due Process

“No person shall be held to answer for a capital, or otherwise infamous crime, unless a presentment or indictment of a Grand Jury, except for 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 offense to be twice put in jeopardy or life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.”

The Fifth Amendment gives all citizens accused of major crimes the right to have their cases considered by a **grand jury** before the prosecution can take it to trial.

The Fifth Amendment also states that if a court tried and acquitted a citizen in a criminal case, another court may not try that citizen again for the same offense. This right is known as the protection against **double jeopardy**. However, individuals who have been acquitted of a crime in

criminal court may be sued for the offense in a civil court.

People cannot be made to testify against themselves. This protection against “self-incrimination” is often waived when the accused wishes to take the stand to defend themselves.

The last two sections of this amendment provide protection against the violation of **due process** and the arbitrary confiscation of property. The “due process” clause means that the courts must extend all protections in the Bill of Rights and in the Constitution to a person accused in a criminal action. Next, it gives all Americans the right to own private property. The government cannot take private property for public use without paying a fair price for it. The government’s power to take private property for public use is called eminent domain.

The Sixth Amendment – The Right to a Trial by Jury

“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 by district shall have been previously ascertained by law, and to be formed 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 defense.”

Trial by jury is one of the cornerstones of the American legal system. Accused persons may usually waive this protection if they so choose. If, on the other hand, they demand a trial by jury, twelve jurors must reach a unanimous verdict in order to convict. This amendment also guarantees citizens the right to a prompt and public trial. Arresting officers must inform people of the crime with which they are charged. During the

trial, they have the right to hear and question all witnesses against them and to call witnesses to appear in court. Also, accused persons have the right to a lawyer.

The Seventh Amendment – The Right to a Civil Trial

"In suits at common law, where the value in controversy shall exceed twenty dollars, the right of a 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."

Americans have the right to a trial by jury in certain cases where there is a dispute over money or property.



The Eighth Amendment – Punishment for Crimes

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

Bail is the money (or property) given to a court by an accused person in order to guarantee that person will appear for the trial. This amendment states that bails cannot be set at unreasonable amounts. It has also been interpreted to mean that the amount of bail

should fit the seriousness of the crime. Paying bail allows the person to be out of jail. Courts return the bail at the end of the trial. This amendment also states that courts must not give fines and punishments that are cruel, excessive, or unusual.

The Ninth and Tenth Amendments – Other Rights

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

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

Simply stated, the Ninth Amendment indicates that the rights listed in the Constitution are not the only rights Americans have. The Tenth Amendment grants to the states and the people the powers not expressly given to the federal government or forbidden to the states or the people in the Constitution.

Conclusion

Congress added the Bill of Rights to the Constitution to prevent the government from limiting the rights of its citizens. The freedoms described in the first eight amendments, the other rights implied in the Ninth Amendment, and the reserved powers belonging to the states and the people by the Tenth Amendment are basic rights that the government cannot deny or take away from American citizens. ♦

Name: _____

Date: _____

Video Question Worksheet

1. In 2008, the National Constitution Center launched “Being We the People,” connecting students at Constitution High School in Philadelphia, PA with teens at Marefat High School in _____. (00:20)

- A. Iraq
- B. North Korea
- C. Afghanistan
- D. Africa

2. The house of what U.S. President is right next to Constitution High School in Philadelphia, PA? (1:02)

- A. Thomas Jefferson
- B. George Washington
- C. John Adams
- D. Bill Clinton

3. “Being We the People” is a project that involves teaching students in America and Afghanistan about the fundamental tenants in: (1:23)

- A. The United States Constitution
- B. The Magna Carta
- C. The United Nation Declaration on Human Rights
- D. Both A and C
- E. None of the above

4. What percentage of Constitution High School students are African American, Latino, or Asian? (2:48)

- A. 45%
- B. 57%
- C. 87%
- D. None of the above is correct

LE1 – C2S1T2 – Rights, Responsibilities, and Privileges

5. Eric Rivera compares the Hazaras peoples' situation with what event in American history? (3:13)

- A. The American Revolution
- B. Slavery
- C. The Civil Rights Movement
- D. The Great Depression

6. Zelhub Haidary said this about the American soldiers in Afghanistan: "They are very lovely because they come in our country and make security for us. That is an example for me. I should be _____. " (4:25)

- A. very angry and tell them to leave
- B. very grateful and thank them for helping us
- C. very strong and take the security of Afghanistan

7. The girls of Marafat High School were threatened with which of the following if they went to school? (6:00 – 7:04)

- A. Having acid thrown in their faces
- B. Death
- C. Having their school burned down
- D. Having their principal executed
- E. All of the above

8: Fatema Jafari said: "If I have freedom, it means that I am human. If I don't have freedom, there is no difference between me and _____. (7:41)

- A. a slave
- B. my oppressors
- C. other Afghans
- D. an animal

LE1 – C2S1T2 – Rights, Responsibilities, and Privileges

9: What picture surprised the Afghan students the most? A picture of a _____. (8:45)

- A. Eagle
- B. The US Capitol
- C. A homeless person
- D. President Obama

10. The main message that Abuzar Royesh wants to send to American students is that: (10:36)

- A. We need American assistance in Afghanistan
- B. We are all brothers and sisters
- C. We want to be just like Americans

11. One student said this about his experience: "Now I have a new perspective on what it means to be an American. I always knew I was an American... I'm proud of it. But I didn't know it was this fun to be an American. And I have a new perspective on life and _____." (11:20)

- A. all the cultures
- B. all my freedoms
- C. all the opportunities

12. In the final words of the film, one instructor from Marefat High School said that _____ was the key to everything.

- A. Freedom
- B. Military
- C. Technology
- D. Education

RIGHTS, RESPONSIBILITIES, and PRIVILEGES
Student Study Guide

LE1-C2S1T2:

Name: _____ Per: _____ Date: _____

1 (LE1-C2S1T2:TQ1)

The following is not a right guaranteed in the first amendment to the Constitution?

The principal of your school institutes a policy that says each day will begin with the saying of "The Lord's Prayer".

2 (LE1-C2S1T2:TQ2)

The following is exclusively a privilege?

Hunting

3 (LE1-C2S1T2:TQ3)

Which of the following statements is not a right guaranteed in the Constitution?

An accused refuses to testify in a criminal trial.

The police must tell the accused what crime s/he is charged with at the time of the arrest.

If the accused believes they will lie, his/her attorney can prevent witnesses from testifying for the prosecution.

Every single member of the jury, not just a majority, must agree to the guilt of the accused in a criminal trial.

4 (LE1-C2S1T2:LQ2)

The first ten amendments to the Constitution of the United States are known as what?

Bill of Rights

5 (LE1-C2S1T2:LQ3)

True or False:

The second amendment gives citizens the right to join any religious body they so choose.

6 (LE1-C2S1T2:LQ4)

The Sixth Amendment states that an accused person can hear all witnesses called against them and can also do what?

Call witnesses to appear in court

7 (LE1-C2S1T2:EQ1)

Driving a car

Right

Responsibility

- 8 (LE1-C2S1T2:EQ2)
Owning a .38 caliber handgun
Right
Responsibility
Privilege
- 9 (LE1-C2S1T2:EQ3)
Voting
Right
Responsibility
- 10 (LE1-C2S1T2:EQ4)
Writing a letter to the editor of your local newspaper wherein you call your representative to Congress a crook
Right
- 11 (LE1-C2S1T2:EQ5)
Organize a parade that is Pro-Life
Right
- 12 (LE1-C2S1T2:EQ6)
Organize a parade that is Pro-Choice
Right
- 13 (LE1-C2S1T2:EQ7)
Praying in school
Right
- 14 (LE1-C2S1T2:EQ8)
Wearing tank tops and shorts to school
Privilege
- 15 (LE1-C2S1T2:EQ9)
Paying taxes
Responsibility
- 16 (LE1-C2S1T2:EQ10)
Serving on a jury
Responsibility
Privilege

RIGHTS, RESPONSIBILITIES, and PRIVILEGES
Student Handout

LE1-C2S1T2: Test Questions

Page 1

Name: _____ Per: _____ Date: _____

1 (LE1-C2S1T2:TQ1)

Which of the following is not a right guaranteed in the first amendment to the Constitution?

- ☒ A The principal of your school institutes a policy that says each day will begin with the saying of "The Lord's Prayer".
- B You write an article in the school paper that says the food served in the cafeteria is below standards.
- C You speak at the student government council saying that JROTC should be a class that provides social studies credit.
- D You get students to sign a petition to your member of Congress requesting that a driver's license be a Constitutional right.

2 (LE1-C2S1T2:TQ2)

Which of the following is exclusively a privilege?

- A Paying taxes
- ☒ B Hunting
- C Participating in a rally favoring prayer in school
- D Voting in a national election

3 (LE1-C2S1T2:TQ3)

Which of the following statements is not a right guaranteed in the Constitution?

- A An accused refuses to testify in a criminal trial.
- B The police must tell the accused what crime s/he is charged with at the time of the arrest.
- ☒ C If the accused believes they will lie, his/her attorney can prevent witnesses from testifying for the prosecution.
- D Every single member of the jury, not just a majority, must agree to the guilt of the accused in a criminal trial.

4 (LE1-C2S1T2:LQ2)

The first ten amendments to the Constitution of the United States are known as what?

- A Document of Rights
- B Bill of Privileges
- C Document of Freedoms
- ☒ D Bill of Rights

5 (LE1-C2S1T2:LQ3)

True or False:

The second amendment gives citizens the right to join any religious body they so choose.

- A True
- ☒ B False

6 (LE1-C2S1T2:LQ4)

The Sixth Amendment states that an accused person can hear all witnesses called against them and can also do what?

- A Not attend their trial
- ☒ B Call witnesses to appear in court
- C Not pay bail if they cannot afford it
- D Have property taken away by the government as punishment of a crime.

7 (LE1-C2S1T2:EQ1)

Driving a car

- A Right
- B Responsibility
- C Privilege
- ☒ D A and B
- E B and C
- F A and C
- G A, B and C

8 (LE1-C2S1T2:EQ2)

Owning a .38 caliber handgun

- A Right
- B Responsibility
- C Privilege
- D A and B
- E B and C
- F A and C
- ☒ G A, B and C

9 (LE1-C2S1T2:EQ3)

Voting

- A Right
- B Responsibility
- C Privilege
- ☒ D A and B
- E B and C
- F A and C
- G A, B and C

10 (LE1-C2S1T2:EQ4)

Writing a letter to the editor of your local newspaper wherein you call your representative to Congress a crook

- ☒ A Right
- B Responsibility
- C Privilege
- D A and B
- E B and C
- F A and C
- G A, B and C

11 (LE1-C2S1T2:EQ5)

Organize a parade that is Pro-Life

- ☒ A Right
- B Responsibility
- C Privilege
- D A and B
- E B and C
- F A and C
- G A, B and C

12 (LE1-C2S1T2:EQ6)

Organize a parade that is Pro-Choice

- ☒ A Right
- B Responsibility
- C Privilege
- D A and B
- E B and C
- F A and C
- G A, B and C

13 (LE1-C2S1T2:EQ7)

Praying in school

- ☒ A Right
- B Responsibility
- C Privilege
- D A and B
- E B and C
- F A and C
- G A, B and C

14 (LE1-C2S1T2:EQ8)

Wearing tank tops and shorts to school

- A Right
- B Responsibility
- ☒ C Privilege
- D A and B
- E B and C
- F A and C
- G A, B and C

15 (LE1-C2S1T2:EQ9)

Paying taxes

- A Right
- ☒ B Responsibility
- C Privilege
- D A and B
- E B and C
- F A and C
- G A, B and C

16 (LE1-C2S1T2:EQ10)

Serving on a jury

- A Right
- B Responsibility
- C Privilege
- D A and B
- ☒ E B and C
- F A and C
- G A, B and C