

TITLE OF LESSON

American Government Unit 1 Lesson 29 – Bill of Rights Analysis
How do rights connect to democracy?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – History 12.1, 12.2

MATERIALS

The Constitution of the United States of America – Reading from <http://memory.loc.gov/const/const.html>
Current Events 2 – Student Page
9 or 10 Large Sheets of Butcher Paper (one per group)
Sample Poster – Teacher created
‘Round the Clock – Student Page

LESSON OBJECTIVES

- To explore and analyze each of the first 10 amendments of the Constitution
 - To use images to determine the main points of each amendment
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial **Journal 3** homework. Pass back graded assignments.
- 2) **Agenda** – Have students copy the goal, agenda, and homework onto the next clean page in their notebooks.
- 3) **Vocabulary List 3** – On a separate sheet of paper, titled Vocabulary List 3, have students copy the following list of vocabulary terms, leaving space for both their own and class definitions (see **Vocabulary List 1** for example):

right	amendment	Bill of Rights
5 Freedoms	due process	self-incrimination
abortion	veto	Roe v. Wade
Tinker v. Des Moines	thesis sentence	topic sentence

Vocabulary List 3 should be placed directly behind list 2 in the handout section of their binders. While they are copying their vocabulary, play *The Preamble* video in the background to remind students (however subconsciously) of the goals of the country.

ACTIVITIES – INDIVIDUAL AND GROUP

1. **Read Aloud** – When students have completed copying the information onto their sheets, have them read aloud each of the vocabulary terms that they will be defining in the coming lessons.
2. **Group Read Around** – In groups, have students pass Journal 3 to the person sitting on their right. Ask them to silently read that person’s journal. Give students two minutes to read. Then ask them to pass the journal again to the person on their right. Repeat the process until all students in the group have read all journals.
3. **Group Agreement** – Ask groups to come up with a single group answer to both questions from last night’s homework. Tell them they will have five minutes to agree. At the end of five minutes, you will randomly call on a person from each group to present the agreed upon answers. So everyone should listen carefully and be

able to explain why their group came to the conclusion they came to. Have them assign roles (see *Group Roles* below) and get started.

4. **Present** – At the end of five minutes, call time. Randomly, call on a member of one of the groups to present their group’s answers to the two questions. If they could not agree, they should also explain why. Try to allow time for each group to present.
5. **Discuss** – After all groups have presented ask students if everyone agrees about what rights everyone has. The answer should be no, but you might need to ask students if they should have a right to a job, or a right to a home, or a right to a television or a right to an “A” in the class. Try to push them to distinguish for you what the difference is between a right and a desire (a right is based on morality or ethics). Last, ask them if they know where these rights come from. This is a difficult question to answer and most, if not all, students will not be able to answer it, but they may guess that they are written in the Constitution (which, of course, bases many of its ideas on a judeo-christian morality) or in the Bible.
6. **Define** – When finished, ask students to write their own definition for the term *right*, *amendment*, and *bill of rights* onto their Vocabulary List 3.
7. **Class Definition** – Have students offer their unique definitions to write together a class definition on the front board that students will copy into their notebooks. See if you can agree on definitions.
8. **Introduction: Bill of Rights Interpretation** – Tell students to put the Vocabulary list away and to take out their copies of *The Constitution of the United States of America* (Reading) and open to the amendments. Next, pass out a large piece of butcher paper to each group and explain that each group will be analyzing two amendments, creating an image and a unique “memory device” (something that will help other students remember the amendment) and then presenting the information to the class. Show them a copy of a sample poster for Amendment #9 (you will need to create this poster before class or, better yet, you could create this poster on the spot, thereby demonstrating that you do not particularly care about the look of the poster, but rather the quality of ideas and thought behind it. First divide the paper in half – since students will be doing 2 amendments – and write the title, *Amendment # 9*, on one side. Below the title draw the picture of an airplane and/or a glass of water. Below this, write the catch phrase copied from bold type printed on the Constitution copies for Amendment #9. Finally, copy the following memory device on the bottom: “the right to travel, drink clean water, and whine? No need to look farther than amendment number nine.”). When students are clear about what is expected of them, remind them that they will be presenting these posters to the rest of the class tomorrow. Before they get started, however, have them choose roles (see *Group Roles*.)
9. **Group Work** – When students have chosen their roles, pass out the poster paper and give each group their two amendments. I recommend that you use the following amendment pairs since some amendments are much more difficult than others: Amendment 1 and 10, Amendments 2 and 7, Amendments 3 and 8, Amendments 4 and 5, Amendments 6 and 5 (note that Amendment 9 is not listed since you, the teacher, already completed this one). Students will not be able to finish this in class today, but they should be able to have some ideas for images and for some memory devices. Push them to complete as much as they can before the end of class and before the class ends tell them that they will have a limited amount of time tomorrow to finish their work.
10. **Homework Review** – Before the end of class, pass out a new **Current Events 2**. Offer newspapers to students who need them. Don’t forget to read the paper and locate your own current events.

HOMEWORK

- 1) Complete **Current Events 2**.
- 2) Organize binder. Due Lesson 30.

GROUP ROLES

Facilitator – makes sure that everyone is on task and focused, is in charge of all materials.

Reader – Reads the amendments aloud to the group and writes the title and “catch phrase” onto the poster

Artist – In charge of developing and drawing an image that represents the amendment

Recorder – In charge of developing and writing the “memory device”

DOCUMENTATION FOR PORTFOLIO

None