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Content Area: Civics, Bill of Rights
Grade: 3-5

**Standards:**

C3: College, Career, & Civic Life

C3 STANDARDS	Check
(Please indicate where standards are being utilized in this learning experience.)	
Civic & Political Institutions	X
Participation & Deliberation	
Process, Rules, and Laws	X

**6 Essential Civic Learning Practices:**

(Please indicate which of these are being utilized in this learning experience.)

Provide instruction in government, history, law, and democracy.	X	Offer extracurricular activities that provide opportunities for young people to get involved in their schools or communities.	
Incorporate discussion of current local, national, and international issues and events in the classroom, particularly those that young people view as important to their lives.		Encourage student participation in school governance.	
Design and implement programs that provide students with opportunities to apply what they learn through performing community service that is linked to the formal curriculum and classroom instruction.		Encourage students' participation in simulations of democratic processes and procedures.	

**Objective:**

Students will be able to demonstrate and communicate the meanings of the ten Amendments of the Bill of Rights by translating them and distributing them on handouts to the class.

Following a review of the ten Amendments of the Bill of Rights, students will write a paragraph for each Amendment and explain how it affects their life, using a topic sentence, three supporting details and a concluding sentence.

**Assessments:**

Students will write a paragraph for each Amendment and explain how it affects their life, using a topic sentence, three supporting details and a concluding sentence.

Students will demonstrate their understanding of the Amendments by paraphrasing them and sharing them with the class.

Students will create a set of ten cards that summarize the Amendments and a drawing or visual.

**Materials:**

Ten index cards per student  
Copies of the ten Amendments  
Pen/ Pencil  
Paper

**Differentiation:**

For students who struggle with hand writing assignments, they will be given the opportunity to type their work. Also, students will have the option to define amendments with a visual or drawing. Teachers can modify numbers of amendments discussed, depending on students.

Some students will work better independently, others will learn better in small groups.

Advanced students could write a longer paper to include more amendments, they could create a diorama or poster to demonstrate the importance of one or more amendments. They could also compare out rights with rights in another country or do a social action project reaching out into the community intervening at the local, state, or federal levels.



<b>INSTRUCTIONAL PLAN</b>	<b>Est. Time</b>
<p><b>Introduction/Hook:</b></p> <p>The ten Amendments will be introduced and the meanings.</p> <p>The teacher will introduce vocabulary from the amendments that the students might not be familiar with, along with the origin and historical reason for each Amendment.</p>	
<p><b>Core Lesson:</b></p> <ul style="list-style-type: none"><li>• The students will be asked to put each amendment in their own words (or draw a picture to explicate meaning).</li><li>• The students will then take a few minutes to explain and share their drawings with the class.</li><li>• Following this, there will be a class discussion and the students must agree as a class on a summary for each amendment.</li><li>• Before discussion, the teacher will identify rules for gaining the floor, listening to others, speaking one at a time, etc.</li><li>• They will create a shared document with Constitutional Amendments paraphrased by the class.</li><li>• Once they have finished the document, students will distribute the final product to the class.</li></ul>	
<p><b>Closure:</b></p> <p>Students will answer the following question, in paragraph form (Topic sentence, three supporting details and a concluding sentence)</p> <p>“If you had to pick the most important 3,4, or 5 (depending on grade level) Amendments/Rights, which would you select and why?”</p>	



**Educator Reflections:**

(Please reflect on and answer the following)

How did this lesson go?	
What were some of the challenges?	
What issues came up that you were not anticipating?	
How did your lesson meet your original learning goals?	
If you could change one thing about your lesson, what would it be?	



## **Suggested Rubric for Mini-Unit on Bill of Rights**

<b>1. Student demonstrates clear understanding of each amendment through illustration and/or written piece.</b>		
Limited	Proficient	Advanced
<b>2. Student understands the relevance of selected amendments in his or her life by verbalizing his or her reasoning and making connections.</b>		
Limited	Proficient	Advanced
<b>3. Student demonstrates understanding of rules of presentation and discussion.</b>		
Limited	Proficient	Advanced



## Additional Resources

### Recommended Vocabulary List by Amendment - Bill of Rights

Amendments	Vocabulary
I	<ol style="list-style-type: none"> <li>1. establishment</li> <li>2. prohibiting</li> <li>3. abridging</li> <li>4. press</li> <li>5. assemble</li> <li>6. petition</li> <li>7. redress</li> <li>8. grievances</li> </ol>
II	<ol style="list-style-type: none"> <li>1. regulated</li> <li>2. militia</li> <li>3. the right to bear arms</li> <li>4. infringed</li> </ol>
III	<ol style="list-style-type: none"> <li>1. quartered</li> <li>2. consent</li> <li>3. prescribed</li> </ol>
IV	<ol style="list-style-type: none"> <li>1. effects</li> <li>2. seizures</li> <li>3. violated</li> <li>4. warrants</li> <li>5. probable cause</li> <li>6. oath</li> <li>7. affirmation</li> </ol>
V	<ol style="list-style-type: none"> <li>1. capital crime</li> <li>2. infamous crime</li> <li>3. Grand Jury</li> <li>4. Jeopardy</li> <li>5. Deprived</li> <li>6. Due process</li> <li>7. compensation</li> </ol>
VI	<ol style="list-style-type: none"> <li>1. prosecution</li> <li>2. accused</li> <li>3. impartial jury</li> <li>4. ascertained</li> <li>5. compulsory</li> <li>6. counsel</li> <li>7. defence – defense</li> </ol>
VII	<ol style="list-style-type: none"> <li>1. suits</li> <li>2. common law</li> <li>3. preserved</li> </ol>
VIII	<ol style="list-style-type: none"> <li>1. excessive</li> <li>2. bail</li> <li>3. inflicted</li> <li>4. imposed</li> </ol>
IX	<ol style="list-style-type: none"> <li>1. enumeration</li> <li>2. construed</li> <li>3. disparage</li> <li>4. retained</li> </ol>
X	<ol style="list-style-type: none"> <li>1. delegated</li> <li>2. powers</li> <li>3. prohibited</li> </ol>



	4. reserved 5. respectively
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### **Teaching the Constitution Resources Available Online:**

#### *Search Terms*

- Common Core App available for free.
- Youth in Government
- Facing History and Ourselves
- Deliberating in a Democracy
- iCivics
- KidsVoting USA
- We the People
- Project Citizen
- Nhsocialstudieseducation.wikispaces.com
- Glog
- StreetLaw
- TeachingAmericanHistory.org
- ProCon.org
- Teaching Tolerance
- Responsive Classroom – Hopes and Dreams, Classroom Constitution
- School House Rock – We the People, How a Bill Becomes a Law
- Shh... We're Writing the Constitution – Reader's Theatre
- Lawyer in the Classroom week – mock trial
- Peer Mediators
- Crfcelebrateamerica.org
- Newseum 1<sup>st</sup> Amendment exhibit online
- National Constitution Center Classroom Ready Resource –“Decoding the Bill of Rights”