



Teacher/ Lesson Author/School: James White, Iber Holmes Gove Middle School
Editor: Caroline Raymond
Content Area: Civics, Bill of Rights
Grade: 5th

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	X
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 review the U.S. Bill of Rights and create a final product that accurately illustrates the meaning of an amendment, which they will then share with their classmates.

Following a review on the Bill of Rights, student will complete an exit ticket with 80% accuracy.

Assessments:

Students will create a product that illustrates their understanding of an amendment and will share it with the class.

Students will respond to the writing prompt at the start of class and will either share their thoughts aloud or submit their writing to the teacher for evaluation.

Students will complete an exit ticket at the end of class and will hand it in to the teacher as they leave class.

Materials:

Notebook
Index Cards (Bill of Rights amendments on them)
Pencil/pens
Exit ticket

Poster materials:

Paper
Markers
Colored Pencils

Skit materials:

Clothing
Desired Props

Differentiation:

Students will be given the handout for the Bill of Rights prior to this class to begin reviewing. Students will have this handout available throughout the lesson and will be able to use for the exit ticket assessment. Students who struggle with reading or writing will be given the opportunity to draw their amendment out during the class activity.



INSTRUCTIONAL PLAN

Introduction/Hook:

- Before students enter the room, spread 2-3 index card- sized copied of each of the first ten amendments to the U.S. Constitution (20-30 index cards total).
- On the board, write the question, “What does it mean to have rights?”
- Ask students to take 2-3 minutes to respond individually in writing.
- Pick 3-4 students to share what they wrote and allow for comments.

Core Lesson:

- Explain to students that today they will be exploring the United States Bill of Rights as part of Constitution Day.
- Student will each pick one index card from around the room. Each card has an amendment from the Bill of Rights on it.
- One or two students will have the same amendment and they need to find their partners and pick a spot in the room to work away from others.
- Give the students about ten minutes to complete the next step.
- Partners need to work together to read and understand their amendment and choose one of two options for reporting out to the class:
 - Develop and perform a silent skit that demonstrates the meaning of the amendment
 - Or
 - Draw a WORDLESS picture that demonstrates the meaning of the amendment.
- During this time, the teacher will walk around the room and monitor progress and give assistance when necessary.
- The students will present or perform their final product for the rest of the class.
- Classmates will watch and ask at least two thoughtful questions relating to the presentations of their classmates.

Closure:

Teacher will handout Bill of Rights exit ticket assessment, which students will complete and turn in before they leave class.



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?	



Reference Sheet of First Ten Bill of Rights Amendments

Amendment 1: Freedom of Religion, Speech and the Press: The Right to Assemble and Petition: It allows people to establish and practice their religion freely, and to speak their ideas and opinions. It protects the rights of its citizens to hold meetings and to petition the government. It gives the press (newspapers, magazines) the right to publish the news and ideas.

Amendment 2: The Right to Bear Arms: The Second Amendment gives all citizens the right to own guns. You have probably heard news stories about this recently. There has been much discussion about whether to limit the kinds of guns that can be sold. Also, many people want to require a background check for anyone purchasing a gun.

Amendment 3: Housing of Soldiers: When the colonies were ruled by England, people were forced to house soldiers in their homes. They would have to give them a place to sleep and meals. This amendment made it unlawful for a government to make a private citizen house its soldiers.

Amendment 4: Searches, Seizure and Warrants: This amendment protects people from law enforcement entering their home without their permission or an order from the court called a search warrant.

Amendment 5: Rights in Criminal Trials and the Rights of Property: Persons cannot be made to testify against themselves in a criminal trial. A person cannot be tried more than once for that same crime. People's property cannot be taken away without their being paid for it.

Amendment 6: Rights to a Fair Trial: This amendment requires a person accused of a crime to receive a speedy public trial by a jury. This did not happen in England during this time. People were held in jail for years before their trial and often the trial was held in secret.

Amendment 7: Rights in a Civil Trial: A civil case is brought by a person to get back property, to have a contract enforced, or to protect a person's rights. The Seventh Amendment allows a civil case to be decided by a jury trial when the amount of money involved is over \$20.

Amendment 8: Bail, Fines and Punishment: The Eighth Amendment does not allow for unfair bail or fines and the use of cruel or unusual punishments. The framers wanted to eliminate the use of torture on suspected criminals or as a punishment for a crime.

Amendment 9: Rights Kept by the People Some of the delegates thought that if a right was not listed in their Bill of Rights, it might be interpreted to mean that the people did not have that right. The Ninth Amendment protects the rights people have though not listed in the Constitution.

Amendment 10: Powers Kept by the States and the People The rights not given to the national government are rights kept by the states or the people



Retrieved from: https://constitutioncenter.org/media/files/CK130001_CivicsKids-2013-PAGES-FNL-Lesson3.pdf
Exit Ticket



Name:

Date:

Bill of Rights Exit Ticket

___ A. The government forces you to house 5 soldiers in your home. What amendment does not allow this?

___ B. A person is found not guilty of armed robbery. The courts decide to try him again. What amendment does not allow this?

___ C. A person decides to write a petition to stop a wastewater treatment center from building near his/her town. What amendment are they exercising?

___ D. The government says that no one in America is allowed to wear the color blue anymore. What amendment says the government cannot do this?

___ E. A person is arrested but never sees a judge or courtroom. He is kept in jails for 18 months. What amendment was violated?

___ F. You choose to have your civil case heard by a jury. What amendment have you used?

___ G. The police come to your house and arrest your father for having a gun which he legally owns. What amendment has been violated?

___ H. A person is sentenced to death for murder. The governor chooses to let the person be executed by having him thrown out of an airplane. What amendment has been violated?

___ I. The government says that states can't decide to build roads in their state. What amendment has been violated?

___ J. A police officer pulls you over for speeding. He has you step out of the car and then searches it. He has no warrant or probable cause. What amendment protects you from this?



Name: Answer Key

Date:

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