

LESSON TITLE

Do You Know Your Rights? - Marie Gagnon

LESSON GOAL(S)	ESSENTIAL QUESTION(S)
Know the different rights guaranteed to the citizens of the United States and the reason the rights were created.	Why are the rights guaranteed to citizens in the United States important in ensuring liberty?

CIVICS STANDARDS ALIGNMENT (STATE STANDARDS & C3 FRAMEWORK)

What standards from the NH State Standards and/or from the C3 are emphasized in the lesson?

STATE STANDARDS	C3 STANDARDS
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Nature and Purpose of Government	X	Civic & Political Institutions	X
Structure of NH & U.S. Government	X	Participation & Deliberation	
World and U.S.'s place in it		Process, Rules, and Laws	X
Rights & Responsibilities	X		

COMMON CORE LITERACY STANDARDS

What Common Core Literacy Standards are emphasized in the lesson?

KEY IDEAS AND DETAILS	X
CRAFT AND STRUCTURE	X
INTEGRATION OF KNOWLEDGE AND IDEAS	X
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	X

LESSON PLAN

Identify the steps needed to successfully facilitate the lesson plan

<ol style="list-style-type: none"> 1. Remind students that one of the biggest objections to ratifying the Constitution was the omission of a Bill of Rights. The Bill of Rights was passed in 1791, after ratification of the Constitution. 2. Hand out a copy of the Bill of Rights to each student and lead them through reading and a discussion of each of the amendments. 2. Have each student select an amendment. <ul style="list-style-type: none"> *Write each amendment on a slip of paper, put them in a hat and have each student select one. Give about thirty seconds for students to walk around the room and trade amendments if they are not happy with what they selected.

*If the amendment had many different parts, break it down into manageable sections for students. So it is possible that a couple of students could be working on the same amendment but different parts of it.

4. Hand out instruction sheet and grading rubric. Go over with students so that they know exactly what is expected of them.
5. Show students an example of a completed two slide presentation.
6. Allow research time with computers and in the library with printed materials, three days of class time is sufficient for this process.
7. Allow another two-three days for students to create their slides based on their research.
9. Students present their amendment to the class.

ASSESSMENTS

What assessment tasks will students complete as the culmination of the lesson?

Students will present their slideshow to the class. It may be easier to have each student contribute their slides to one large presentation so as to avoid the hassle of logging in and out of accounts to pull up presentations. Amendments should be presented in order.

Students should address the following three topics when presenting their amendment.

1. What was the origin of the amendment (i.e. what historical circumstances created interest in creating a protected right?)
2. A linguistically straightforward explanation of how the right provides citizens with liberty and examples of this amendment in action.
3. Examples of the right's protections being questioned or limited, and why the right's protections were questioned or limited.

SUPPORTING MATERIALS

Are there any other materials or outside resources that are needed to facilitate the lesson/assessment tasks?

Introduction to the task for students:

Congratulations! As a new graphic artist, you have just been hired to head a very important new educational division of the world famous Amazing Video Company. For your first Amazing presentation you must gather a team of skilled graphic artists to help you. Fortunately, you and your classmates just happen to be skilled and knowledgeable graphic artists. Your task is to create a slideshow presentation on the Bill of Rights. Each member of your team will be given an Amendment and must create two slides on their particular amendment. The first slide should have a brief explanation of the amendment and the second should have a modern-day (how does it affect your life today), or historical application of the amendment. You will need to use internet and/or current newspapers for articles relating to your Constitutional Amendment. All PowerPoint pages will then be placed into one presentation covering all ten Amendments in the Bill of Rights. Amazing Video Company will then market your presentation to middle schools as a tool to help future middle school students learn about the Bill of Rights.

Requirement Checklist:

1. _____ You must cover your topic completely. Pretend that your audience (future students) knows nothing about your topic.
2. _____ You must include important vocabulary for your topic.
3. _____ Graphics/pictures are required to help explain your important information.
4. _____ Spelling and grammar must be correct. Use spell check and proofread your work.
5. _____ You may complete your research online or use current news articles and books. Please remember to cite all of your sources properly.

6. _____ To help you focus your research and presentation, I would suggest that you think about how this amendment affects your life today.
7. _____ Your use of class time will be part of your overall grade.
8. _____ You will begin working on your project today and it will be due on _____.