Lesson Plan: The Bill of Rights

Date(s):

# Benchmarks: SS.7.C.2.4: Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.

# SS.7.C.2.5: Distinguish how the Constitution safeguards and limits individual rights. Key Terms / Content:

Anti-Federalists | Amendments I – X | slander | libel | bear-arms | militia | unreasonable search & seizure | due-process | grand-jury | double-jeopardy | eminent domain | “I plead the fifth” | self-incrimination | right to counsel | impartial jury | civil trials | cruel and unusual punishment | excessive fines | reserved powers |

Essential Questions:

What protections are provided by the US Bill of Rights?

What limits are of rights protections in the US?

Describe the Bill of Rights Amendments?

Objectives:

After: discussion, read aloud, note-taking, graphic organizer(s), smart-board, Q&A, call & response, quiz, thesis development, worksheet / video and review activities

WBAT:

* Define and describe the rights of the Bill of Rights
* Identify the rights listed in the Bill of Rights
* Describe the significance of protections in the Bill of Rights
* Define and describe the limits of protections in the Bill of Rights
* Define and use content key terms
* Answer EOC practice questions from these benchmarks

Please check out my YouTube video on this benchmark – [The Bill of Rights – Civics State Exam](https://youtu.be/BawRxfK0zDg)

Activities / strategies:

**Day One:**

**Bell Ringer – 10 – 15 minutes**

Option A: Brainstorming - ask student to write down what they think a right is – and what are rights that everyone should have

**Bell Ringer – 5 Minutes: Option B:** Show any of the short Video Clips below

Option C: Have students write down the benchmark and vocabulary words

**Lecture / Note taking / graphic organizer – 45 minutes to 1 ½ hours:**

* **Note taking**: Have students create **2-column notes** with key terms and main ideas. [Check out this link](http://www.landmarkoutreach.org/sites/default/files/spotlight/How%20To%20Take%20Two%20Column%20Notes%20Template%20Newsletter.pdf) to see how to set up two column notes.
* **Reading:** Call on students to read-aloud the text on slides.
* **Call and response:** lead students in a call and response of the key terms.
* **Drawing Pictures** of important content. Students can add these to their large right hand column of their notes.
* **Graphic Organizer** - have students recreate the chart from **Slide 5** PowerPoint listing rights I – 10 with a sentence and a picture for each right – also complete this on the worksheet

**NOTE:** you might consider doing half of the amendments on day one and the second five on day two…

**Day Two:**

**Bell Ringer - 10 minutes: Option A:** ask students to brainstorm and list 5 rights from the Bill of Rights and write them down without looking at their notes

**Bell Ringer – 5 Minutes: Option B:** Show any of the short Video Clips below

**Bell Ringer – 5 minutes: Option C:** Ask students to write5 test questions from the previous day's lesson. Students may read their questions out-loud tothe class or they may test their neighbors.

**Good Video Clips (click on link):**

[Dave Chappelle’s – I Plead the Fif](https://www.youtube.com/watch?v=mdeo7Q2E5cE) if you don’t think it is too risky for your class… The will think it is really funny

[Bill of Rights Song](https://youtu.be/efKy4J81PTg) – great hip-hop mix on the Bill of Rights

[TedEd 3 Minute Guide](https://youtu.be/yYEfLm5dLMQ) to the Bill of Rights

**Smartboard Fill in the Blanks:** Import PowerPoint slide entitled “Bill of Rights Smartboard Matching” into Smartboard software (if using Promethean Board import as an object.) Ask students to fill in the blanks in their notes from memory. Call on students to come up and fill in the blanks on the Smartboard (NOTE if you don’t have a smartboard, just skip this last step and use projector. IF you don’t have a projector – kindly remind your principal that part of your schools grade is based on how your kids do on the state exam!!)

**Classroom on Tablets with Headphones or Home Learning “Flipped Classroom” Worksheet / Video (1/2 hour to 45 minutes)-** Ask students to complete the attached **worksheet** entitled “**Bill of Rights Worksheet**” while watching the video entitled [The Bill of Rights – Civics State Exam](https://youtu.be/BawRxfK0zDg) you can provide them the link on your website or tell them to Google: **YouTube The Bill of Rights – Civics State Exam**. (It is the first thing that comes up – also please note this worksheet can be completed straight from notes without watching the video.)

**State Exam Practice Exam:** have students take the attached practice quiz called “Congress State Exam Practice Test”

**Assessment Quiz:** have students define the key terms / content

**ESOL / ESE Strategies:** Read Aloud, Call & response with movements, use of images, graphic organizers, additional time, scaffolding