Chapter 5– Bill of Rights

**Standard:** HSCE C3.2 – Powers and Limits on Powers

Identify how power and responsibility are distributed, shared, and limited in American constitutional government through the investigation of such questions as: How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?

**Objectives:**

* Students will be able to distinguish the difference between civil rights and civil liberties.
* Students will be able to breakdown the Bill of Rights by explaining each of the ten amendments.
* Students will be able to discuss major Supreme Court cases and explain their significance on the creation or upholding of amendments.

**Anticipatory Set:**

I will show the student some pictures, such as an American flag burning, tabloids and a person walking with a gun. I will then ask them to think/pair/share how they feel about these pictures and if they think these things are legal.

**Input:**

**Task Analysis –**

1. Students will watch CNN student news and respond to a journal question, their daily routine.
2. After a discussion about the newscast, I will hand out a worksheet students will fill in as I go through the PowerPoint.
3. I will then begin going through the PowerPoint and I will discuss different points as students fill in the blanks of their worksheets. I will also answer any questions the students may have at that time.
4. After we are finished with the PowerPoint notes, I will hand out the directions to the Human Bill of Rights project. Students will have a copy and I will also project the directions on the overhead as I walk them through the directions.
5. If there is time at the end, I will pass out the chapter five vocab and students will have time to work on filling in the definitions to the terms.

**Thinking Levels –**

1. Comprehension
2. Analysis
3. Evaluation

**Accommodations –**

* All of the material I will handout in class is posted on the class website.
* A master copy of the notes has been made if any student needs to see the note page filled out. May be very beneficial to students who have difficulty seeing the PowerPoint or difficulty hearing my explanation.
* Students have the ability to read this information in their book if they are confused about a section or want/need to add to their notes.

**Methods, Materials and Technology –**

* Video newscast
* Overhead projector
* Guided notes worksheet
* PowerPoint
* Directions to project
* Chapter 5 vocabulary worksheet

**Modeling:**

I will walk students through the notes by making sure they have the correct answers in each blank. I will walk students through the project instructions; I will also have examples of past projects hung around the room.

**Checking for Understanding:**

As I go through the PowerPoint, I will stop and ask the students about material we just went through. I will also do the same after I am done explaining the project directions.

**Guided Practice:**

I will go over each individual answer on their notes, so they can use that as a guide after they know they have the correct answers. I will also read the directions aloud for the Human Bill of Rights project so they will know what I expect of them the next couple of days.

**Closure:**

As we finish the notes I will review the different amendments and court cases and I will ask the students to retell the major points in the information they just learned. By doing this, I am repeating major points and it also helps me check to see if my objectives were met.

**Assessment:**

The end of class discussion will help me assess the students’ knowledge of the lesson. I will also have a journal question the next day pertaining to what they learned today.