Chapter 5: Bill of Rights

**Standard:** HSCE C3.2

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?

HSCE C3.2.4

Explain the role of the Bill of Rights and each of its amendments in restraining the power of government over individuals.

**Objectives:**

* Students will be able to match each amendment in the Bill of Rights to a given scenario.
* Students will be able to discuss the purpose of the Bill of Rights.
* Students will test their knowledge of their rights provided in the Bill of Rights by answering multiple-choice questions in a quiz format.

**Anticipatory Set:**

1. The first ten amendments (or changes) to the U.S. Constitution are known as the Bill of Rights.

 “What are the first ten amendments known as?”

If you have truly committed that to memory, then you know something that almost seven out of ten adults probably don't know.

2. “What is the purpose of the Bill of Rights?”

 To protect us from our government.

“So what is the purpose of the Bill of Rights?”

The Bill of Rights protects us from the government having too much control over our own lives.

“If you've learned fact #2, then you now know something that nine out of ten adults surveyed in 1999 didn’t realize.”

**Input:**

**Task Analysis –**

1. Following the anticipatory set I will ask the students what amendment they value the most and why.
2. I will then explain the directions and pass out a scenario worksheet for the students to complete.
3. I will give the students 8-10 minutes to complete the worksheet. During this time I will walk around the classroom and answer any questions they may have.
4. Once they are finished with the worksheet, we will come together as a class and review the answers. After each question I will play the “beep” game, where students will say beep if they got the question wrong. This will help me know their understanding of the topic.
5. I will then tell students to put everything away and they will take a partnered quiz over the content about the Bill of Rights. When everyone is finished, we will grade the quizzes as a class.

**Thinking Levels –**

1. Knowledge
2. Comprehension
3. Analysis

**Accommodations –**

* The scenario worksheet is posted online for those who may want to print it out before and work on it or for those who may be absent from class and want to work on it from home.
* A master copy of the notes has been made if any student needs to see the scenario worksheet with the correct answers filled in. May be helpful for students who may have fallen aside as we went through the answers as a class.
* Students have the ability to read the information in the book and their previous Bill of Rights PowerPoint notes to review what they learned.

**Methods, Materials and Technology –**

* Video newscast
* Scenario worksheet
* Bill of Rights quizzes
* Textbooks for further reading and continuing notes

**Modeling:**

I will read the directions thoroughly so students will know what to do on the scenario worksheet. While they are working on the worksheet, I will be walking around the room checking for understanding. I will also go over what they are to do for the quiz.

**Checking for Understanding:**

As students are working on the scenario worksheet, I will walk around and answer any questions they might have. I will also check for understanding when I do the “beep” game.

**Guided Practice:**

The directions to the worksheet will be read aloud as well as included on the top of the worksheet. I will walk around the room to answer any questions or confusions regarding the worksheet. I will walk the students through the quiz so that they know how many questions there are and to show the format that is being used.

**Closure:**

After we correct the quizzes as a class, I will collect the quizzes. I will then review the Bill of Rights with the students by asking them what each amendment is. I will then ask what the purpose of the Bill of Rights is. The responses I receive will allow me to see if the students mastered the objectives.

**Assessment:**

The quiz will allow me to see if I met my lesson objectives as well as my unit objectives. The discussion I have for my closure will also show whether or not I met my lesson objectives.