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 define each amendment listed in the Bill of Rights.
* Students will be able to illustrate each amendment using a symbol that demonstrates that particular amendment.
* Students will be able to explain how the symbol represents each particular amendment.

**Anticipatory Set:**

I will ask students to think of an image or symbol that they could potentially use to represent one of the amendments. I will then ask them to write it down in their journal.

**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 that students will use to create the symbols in their groups. I will then explain the worksheet to the students.
3. I will then have students pick their groups (4-5 group members).
4. Students are to decide as a group each of the symbols/objects they will use to represent each of the amendments. After they finish their worksheet, I will come around and have them explain each symbol to me. I will then initial their worksheets acknowledging that they are ready to start on their projects.
5. Once each group member has an initialed paper, they will go over and cut a piece of paper the length of one group member’s body. They will then proceed to trace that group member’s body onto the paper.

**Thinking Levels –**

1. Knowledge
2. Comprehension
3. Application

**Accommodations –**

* All of the material I will handout in class is posted on the class website.
* If a student cannot find a group, I can help by placing them in a group.
* Examples of previous projects will be hung around the room so that students can use those as a point of reference.

**Methods, Materials and Technology –**

* Video newscast
* Overhead projector
* Individual worksheet

**Modeling:**

I will walk students through the notes by making sure they understand what they have to do/how to come up with symbols. Examples will be hung throughout the room to give examples of what students are to do.

**Checking for Understanding:**

As I walk around the classroom and observe the groups working together to come up with symbols, I will ask them to define/explain each of the amendments.

**Guided Practice:**

I will explain the directions for this individual sheet prior to handing it out. By walking around and initialing their worksheets before they start on their project, I am making sure they have appropriate symbols before they start the next step.

**Closure:**

As class comes to an end, I will encourage students to continue thinking about symbols if they did not finish their individual worksheet. If they did finish their worksheet and had it initialed, I will encourage them to think about who will be drawing what symbol on their human.

**Assessment:**

Initialing off their symbol worksheets will help me determine whether or not they understood the Bill of Rights or not.