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 choose which group member will complete each task/symbol.
* Students will be able to discuss the project with their chosen group members.
* Students will be able to produce a project that aligns with the given directions and expectations.

**Anticipatory Set:**

I will start out the class by asking the students if they have any questions regarding the project. I will also explain that there is construction paper, markers, glue, etc. for them to use on the front table. After all questions are answered, they are free to start working on their projects.

**Input:**

**Task Analysis –**

1. I will carry out the anticipatory set.
2. Students will then use the hour to work on their projects. They have their project directions to guide them as they complete the requirements.
3. During this time I will walk around and observe the groups as they work on their projects. I will answer any questions they may have. I will also check to make sure they are using the symbols that I initialed off on.
4. With about 5 minutes left of class, I will ask students to clean up. I will direct them to a spot in the room to store their projects.
5. If I have any comments or need to address any overall questions they may have about the project, I will do so at the end of the hour.

**Thinking Levels –**

1. Comprehension
2. Application

**Accommodations –**

* For students not able to complete this project for any reason, an alternative assignment was created. The alternative assignment was to be individually done in which they would find pictures online, in a magazine, etc. that represented the different amendments. They also had to give an explanation on why they chose the picture and how the amendment is symbolized in it.

**Methods, Materials and Technology –**

* Markers, colored pencils, etc.
* Construction paper
* Scissors
* Glue
* Paper
* Individual worksheets

**Modeling:**

Examples will be hung throughout the room to give examples of what students are to do. I will also be walking around and answering any questions they may have on their projects.

**Checking for Understanding:**

As I walk around and observe the students working, I will ask them to explain how the symbol relates to the amendment. This will allow me to see if they are able to remember what each amendment is.

**Guided Practice:**

I will explain the directions and expectations right when the class starts. As I walk around while they are working on their projects, I can answer any questions they might have.

**Closure:**

As class comes to an end, I will ask students to clean up and take care of their projects. I will then address any questions or comments at this time.

**Assessment:**

As I am walking around the room throughout the hour, I am able to assess the students. Their summative assessment will come the day the projects are due.