

Teacher's Name:
Employee Number:
School:

Social Studies Lesson Plan- SS.5.C.1.5
Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.

1. **Title: Rights and Ratification - Fifth Grade**

2. **Overview - Big Ideas:**

Enduring Understandings

- Understand why the Bill of Rights was added to the United States Constitution.
- Realize how the fears of colonists affected their willingness to accept the Constitution without a Bill of Rights.
- Be aware of the positions of the Federalists and Anti-Federalists regarding the ratification of the constitution in its original form.
- Appreciate the problems faced in getting the United States Constitution ratified.
- Analyze the impact the varying points of view (Federalist; Anti-Federalist) had on shaping the United States Constitution.
- Understand that an amendment is a change to the Constitution.
- Comprehend the concept of the Bill of Rights as the first ten amendments to the Constitution.
- Recognize and appreciate the rights guaranteed in the Bill of Rights (first ten amendments to the United States Constitution).

Essential Questions – *(What provocative questions will you use to foster inquiry, understanding and transfer of learning?)*

- What fears of the colonists made them hesitant to accept the new United States Constitution in 1787?
- Why was the Bill of Rights added to the United States Constitution?
- How did the debates between the Federalists and Anti-Federalists shape the United States Constitution?

- What is an amendment and what do amendments do for the United States Constitution?
- What were the problems faced by the founding fathers in getting the new Constitution ratified?
- What is the Bill of Rights and why was it necessary?
- What rights are guaranteed in the Bill of Rights?

3. **Lesson Objectives:**

Standards - Next Generation Sunshine State Standards for Social Studies

Fifth Grade NGSSS-SS Benchmarks

- SS.5.C.1.5 Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.

Tested Seventh Grade NGSSS-SS Benchmarks Relevant to this Lesson

- SS.7.C.1.8 Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.
- 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

4. **Key Vocabulary:**

amend, amendment, Anti-Federalist, Bill of Rights, checks and balances, compromise, convention, debate, delegate, dictator, favor, federal government , Federalist, goods, individual rights, lobbied, national government, ratify (ratification, ratifying), represent, rights, tyranny

5. Evidence of Student Understanding (Assessment) in this Lesson:

What key knowledge and skills will students acquire as a result of this lesson?

After students complete this lesson, they will be able to identify some of the colonists' fears towards acceptance of the Constitution and explain how these misgivings led to the inclusion of the Bill of Rights in the United States Constitution. An understanding of the problems faced in getting the Constitution ratified should be apparent. Students should be able to compare and contrast the Federalist and Anti-Federalist views of government and be able to describe how these different viewpoints helped shape the constitution. Students should also demonstrate an understanding of the Bill of Rights and why it is an important component of the United States Constitution.

What will students be able to do as a result of such knowledge and skills?

As a result of acquiring the knowledge and skills addressed in this lesson, the student will be able to complete the attached Venn Diagram comparing and contrasting the viewpoints of those favoring and opposing ratification of the Constitution (Federalists and the Anti-Federalists). Students should also be able to discuss the difficulties led to the inclusion of the Bill of Rights in the United States Constitution. Students should be able to write a journal entry either supporting or opposing ratification of the Constitution. Students should also be able to create a political flyer supporting or opposing ratification of the constitution.

Additionally, students will be able to correctly answer the questions that are part of the formal assessment included with this lesson.

Both **formative and summative assessments** are included.

6. Materials Needed:

Attachment A: Reading: To Ratify or Not to Ratify?... The Big Question!!

Attachment B: Graphic Organizer-Venn Diagram- To Ratify or Not to Ratify

Attachment C: Resource Document: Transcript of The Bill of Rights

Attachment D: Analyzing the Bill of Rights

Attachment E: Creating a Political Flyer

Attachment F: Post Quiz

7. Steps to Deliver the Lesson:

A detailed, step by step description of how to deliver the lesson and achieve the lesson plan objectives.

- a. Lesson Opening: Briefly review the events surrounding the Revolutionary War. Ask students what problems the colonists faced under British rule. Make a list of student responses on the white board. Remind students that the first document organizing the new government was the Articles of Confederation. Review reasons why the Articles of Confederation did not work well. Ask students to think about how colonists were feeling at this time; especially their feelings about government.
- b. Reading: Distribute reading (Attachment A): *To Ratify or Not to Ratify?... The Big Question!!* Use jump in reading or other effective reading strategies appropriate for your class to read the background information contained in the article.
- c. Have students define the highlighted vocabulary associated with the lesson.
- d. Distribute and discuss the graphic organizer (Attachment B): *Venn Diagram- To Ratify or Not to Ratify*. Work with students to complete the graphic organizer.
- e. Distribute Reading #2 (Attachment C): Transcript of the Bill of Rights, and Attachment D- Analyzing the Bill of Rights. Work with students to read and discuss each amendment. Have students write the amendment in their own words on Attachment D. Ask students to reflect on how each amendment affects them today and write their ideas in the 3rd column. Ask students to share their ideas with the class as you work through each amendment.
- f. Distribute Attachment E- *Creating a Political Flyer*. Review instructions and monitor student progress in completing the assignment.
- g. Have students complete the home learning assignment listed in #11 below.
- h. Have students take the post-quiz associated with this lesson (Attachment F). Go over the quiz with students. Check for understanding and re-teach any concepts not understood.

8. Specific Activities: (From Guided to Independent)

Activities designed to facilitate the gradual release of teacher responsibility, from teacher-led to independent

- a. After students have completed each of the two readings, and related graphic organizers, distribute Attachment E- *Creating a Political Flyer*. Students are to create a political flyer supporting or opposing ratification of the Constitution.
- b. For students who are struggling readers and/or English Language Learners, pair them with another student for assistance.
- c. Circulate the room to monitor students' abilities in developing and writing the flyer. If students have difficulty with this assignment, model a sample on the white board.
- d. Have students share their completed flyers with the class.

9. Differentiated Instruction Strategies:

How to accommodate a variety of student learning needs; remediation strategies as well as enrichment strategies

- a. As students are completing the graphic organizers, work individually with students who are having difficulty with this task.
- b. While students are completing the political flyers, work on an individual basis with students who are having difficulty.

10. Technology Integration:

Activities incorporating technology; e.g., address lesson content through online resources.

- a. Have students access the National Archives information on the Bill of Rights:
http://www.archives.gov/exhibits/charters/bill_of_rights.html
- b. For information and activities on the Bill of Rights, have students access Ben's Guide to Government- Ben's Guide to the Bill of Rights:
<http://bensguide.gpo.gov/3-5/citizenship/rights.html>

- c. Have students access the interactive game “Save the Bill of Rights” from the Constitution Center. In this game, The National Computers have crashed. Students are given the mission to rebuild the document by finding the missing rights:
<http://constitutioncenter.org/billofrightsgame/>
- d. The Congress for Kids website provides information, resources, games, projects, an online learning module and an interactive quiz on the Bill of Rights:
http://www.congressforkids.net/Constitution_billofrights.htm
- e. Students may access the interactive activity “Creating the Bill of Rights” at the Library of Congress website:
http://myloc.gov/Exhibitions/creatingtheus/interactives/bill_of_rights/HTML/index.html
- f. For an interactive Bill of Rights Matching game have students access:
<http://www.texasre.org/BOR/billofrights.html>
- g. For additional teacher resources, lesson plans, and documents, visit the Bill of Rights Institute:
<http://billofrightsinstitute.org/>

11. Lesson Closure:

Methods to draw ideas together, review concepts, etc.

- a. After completing and reviewing the post quiz with students, ask students the following questions to conclude the lesson:
 - What fears of the colonists made them hesitant to accept the new United States Constitution in 1787?
 - Why was the Bill of Rights added to the United States Constitution?
 - How did the debates between the Federalists and Anti-Federalists shape the United States Constitution?
 - What is the Bill of Rights and how is it related to the Anti-Federalist point of view?
 - What were the problems faced by the founding fathers in getting the new Constitution ratified?

- Why is the Bill of Rights an important part of the United States Constitution?

- b. For home learning,) have students write a 1-2 paragraph journal entry either supporting or opposing ratification of the Constitution. Have students imagine that they are either a Federalist or an Anti-Federalist trying to convince others to support or oppose the new Constitution. Their journal entry should discuss their point of view and give reasons to support their viewpoint.

Attachment A:

To Ratify or Not to Ratify?... The Big Question!!

After many years of **tyranny** under rule of Great Britain and King George III, the colonists had many fears about being ruled by a strong **federal government**. They feared that the government would become too powerful and they would lose many individual rights as had happened under British rule. Many colonists had suffered, fought, and even died trying to gain **individual rights** and freedom. They were very much afraid of losing these hard-earned rights and freedoms.

When the United States Constitution was completed in 1787, many of the colonists were **opposed** to it. Those who opposed it were afraid that the Constitution made the federal government too strong and did not have a “declaration of rights” for the people. The people who opposed the new Constitution became known as the **Anti-Federalists**. The Anti-Federalists were against a strong federal, or **national government**. Many Anti-Federalists didn’t have a lot of trust in government and feared that a strong national executive might become a king or **dictator**. Among the important Anti-Federalists were Thomas Jefferson, Patrick Henry, Samuel Adams, and George Mason. They were **opposed to ratifying** the Constitution.

The people in **favor of ratifying** the Constitution were known as the **Federalists**. They did not think there was a need for a “declaration of rights.” They believed in a strong federal (national) government that would have power over the states. They thought that this was the best way to protect individual rights and freedom. They also thought that the new constitution was organized with enough “**checks and balances**” that individual rights would automatically be protected. John Adams, George Washington, Benjamin Franklin, James Madison, John Jay and Alexander Hamilton were important Federalists.

According to the new Constitution, 9 of the 13 state **conventions** had to approve, or **ratify** the Constitution before it could go into effect. As the states elected **delegates** to **represent** them at the state conventions, the arguing began. The Anti-federalists **lobbied** and argued against the constitution while the Federalists fought for **ratification**. Both the Federalists and the Anti-Federalists went to work, arguing for or against ratification. The arguments and **debates** went on for ten months!

There seemed to be a few things that colonists agreed on: 1) that the Constitution should protect the basic rights of people; and 2) that the Constitution should limit the power of the federal government. But, there were also several points on which they could not agree: 1) whether the Constitution gave the federal government too much power; 2) whether or not the Constitution needed a bill of rights; and 3) whether or not the Constitution guaranteed a system of government in which the people have the power through representative government. The Anti-Federalists called for a new constitutional convention. Clearly, it was time for a compromise!

Finally, a compromise was reached. The Federalists promised that if the Constitution was ratified, a bill of rights would be created during the first meeting of Congress. So the voting began! Delaware was the first state to ratify the Constitution on December 7,

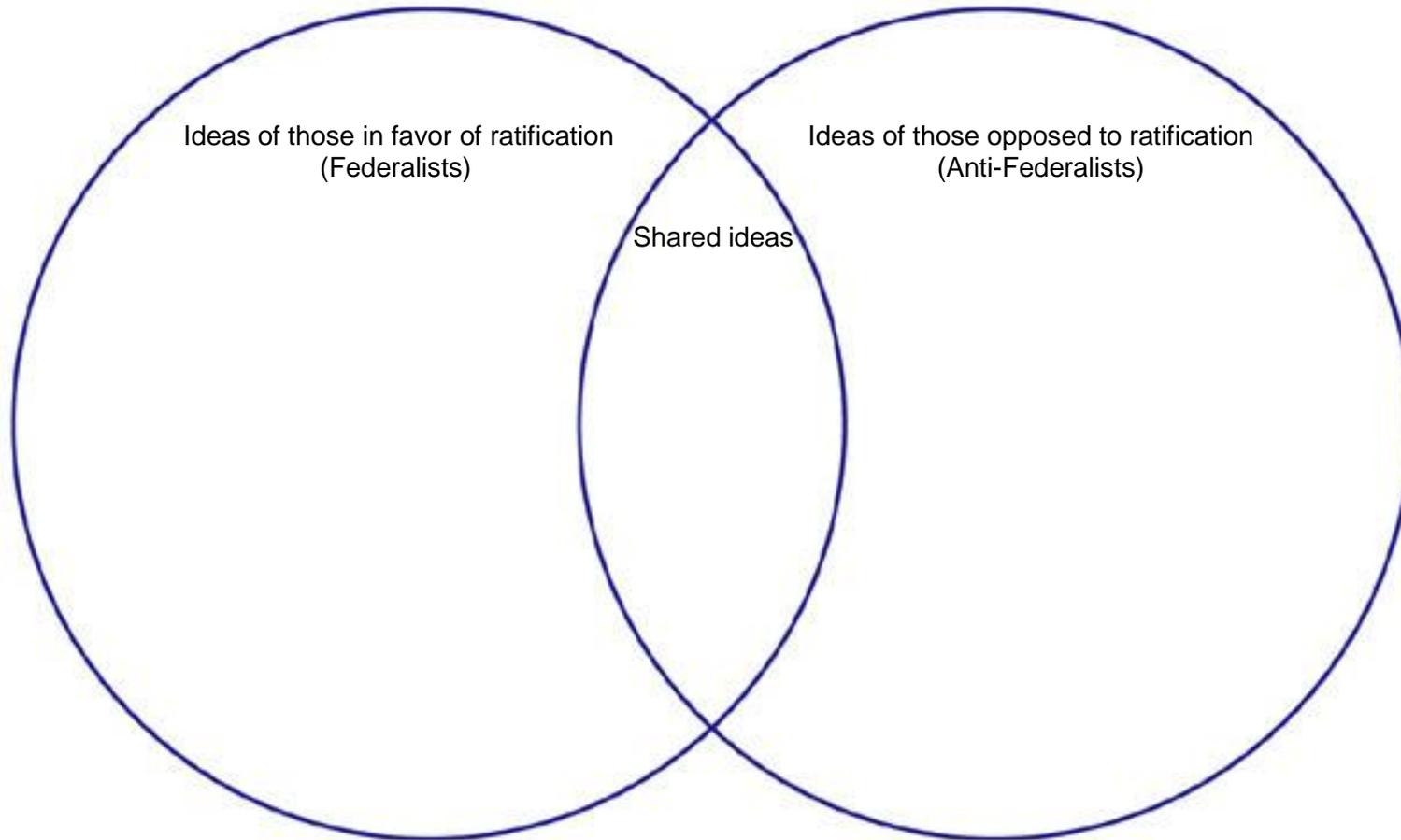
1787. By the end of January 1788, it had been approved by 5 states. Needing at least 9 states to ratify, the debates continued. Pamphlets were distributed. Newspaper articles were published. People debated the issues in their homes and in public meetings.

New Hampshire became the 9th state to ratify the Constitution on June 21, 1788 followed shortly by Virginia and New York. By July 26, 1788, eleven states had ratified the Constitution with North Carolina and Rhode Island still holding out. It would take another year for North Carolina to ratify in November of 1789. Rhode Island did not ratify the Constitution for another year. They were even threatened to be treated as a foreign country before they finally ratified (by only a 2 vote margin) near the end of May, 1790!

At last, the United States had 13 states instead of 13 individual colonies, a government and a Constitution. Keeping their promise, the first Congress added ten **amendments** which comprise the **Bill of Rights** to the Constitution in 1789. The Bill of Rights was ratified by the needed 11 states in December of 1791. The Bill of Rights is an important part of the United States Constitution. It protects the basic rights of individuals, including the natural right to life, freedom and to own property. It also states other individual rights, including: freedom of speech; the right to assemble and petition the government; freedom of religion; freedom of the press; the right to carry arms; and the right to a speedy trial. It also makes sure that the government cannot limit these rights and that they are guaranteed to all citizens of the United States.

Attachment B: Venn Diagram

To Ratify or Not to Ratify?... The Big Question!!



Attachment C

Bill of Rights

The following text is a transcription of the first ten amendments to the Constitution in their original form. These amendments were ratified December 15, 1791, and form what is known as the "Bill of Rights."

Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment II

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Amendment III

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

Amendment VII

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-

examined in any Court of the United States, than according to the rules of the common law.

Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Source: National Archives

http://archives.gov/exhibits/charters/bill_of_rights_transcript.html

Attachment D:

Analyzing the Bill of Rights

Amendment	What does it mean?	How does it affect me?
1 Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances		
2 A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.		
3 No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.		
4 The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.		
5 No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.		

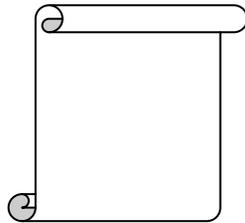
Amendment	What does it mean?	How does it affect me?
<p>6 In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence</p>		
<p>7 In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.</p>		
<p>8 Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.</p>		
<p>9 The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.</p>		
<p>10 The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.</p>		

Attachment E:

Create a Political Flyer

In the late 1780's and early 1790's, states were holding conventions to ratify the Constitution of the United States. There were no televisions, radios, or internet at the time. To get ones ideas out to the public, newspapers, pamphlets, and flyers were used. Public meetings were also held.

As you already know, some people were in favor of the new Constitution (Federalists). There were also some people opposed to the new Constitution (Anti-Federalists).



The year is 1790. Rhode Island is the only state that has not ratified the United States Constitution!!!! You have been hired to create a political flyer to either:

- A. Convince the people of Rhode Island to **Ratify the Constitution!**
- Or**
- A. Convince the people of Rhode Island **NOT to Ratify the Constitution!**

Remember, your flyer is VERY important. It may affect the history of the United States!!

State your ideas clearly.

Convince people that your position is the best one.

Make your flyer attractive (make it stand out from the rest).

You may include pictures

Make sure your grammar and spelling is correct.

Your flyer may be no larger than 8½" X 11"

Attachment F

Rights and Ratification - Post Quiz

Low Complexity Items:

1. Which the statement below expresses a fear held by the colonists after many years of tyranny under British rule?
 - a. They feared higher property taxes
 - b. They feared increased trade between the states
 - c. They feared the loss of individual rights
 - d. They feared the loss of the stamp act

2. What were the feelings of those who opposed the United States Constitution when it was completed in 1787?
 - a. They felt that the Constitution made the federal government too weak
 - b. They felt that the Constitution made the federal government too strong
 - c. They felt that the Constitution did not organize a federal government at all
 - d. They felt that the Constitution created a federal government which gave individuals too much power

3. Which group from the list below favored ratification of the Constitution?
 - a. The Federalists
 - b. The Nationalists
 - c. The Conservatives
 - d. The Anti-Federalists

Moderate Complexity Items:

4. What did the Anti-Federalists think was missing from the Constitution?
 - a. A preamble
 - b. A structure of government
 - c. A design for the election process
 - d. A statement of rights

5. During the years 1788 through 1791, Americans debated whether to ratify the constitution. During this time, the Anti-Federalists engaged in many activities to express their viewpoint on the Constitution. Which of the following is a direct outcome of the Anti-Federalist's activities?
 - a. The Articles of Confederation were revised
 - b. Women were given the right to vote
 - c. A bill of rights was added to the constitution
 - d. New amendments were added to the Magna Carta

6. Why was the Bill of Rights added to the United States Constitution??
 - a. To ensure a strong federal government
 - b. To reduce the rights of states
 - c. To protect individual liberties
 - d. To protect the voting rights of immigrants

High Complexity Items

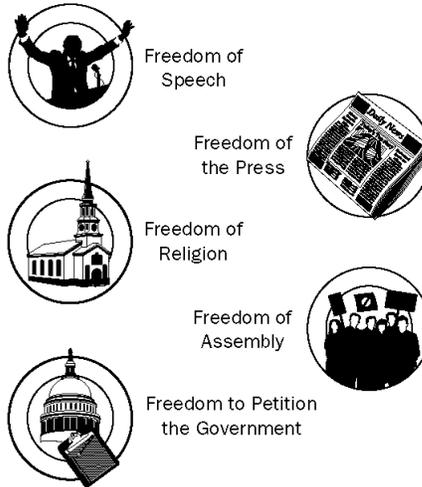
7. What is the main purpose of the first ten amendments to the Constitution of the United States?
 - a. Guarantee individual rights
 - b. Establish term limits for the President
 - c. Guarantee limits on taxes
 - d. Establish the Supreme Court

8. Which sentence best expresses the theme of the cartoon below?



- a. The Statue of Liberty is the symbol of the power of the United States
- b. Many immigrants have been inspired by the Statue of liberty.
- c. The rights guaranteed by the Bill of Rights have always been a source of controversy in the United States
- d. The rights guaranteed by the Bill of Rights are an important part of the rights and freedom enjoyed by Americans

9. Rights Guaranteed by the First Amendment

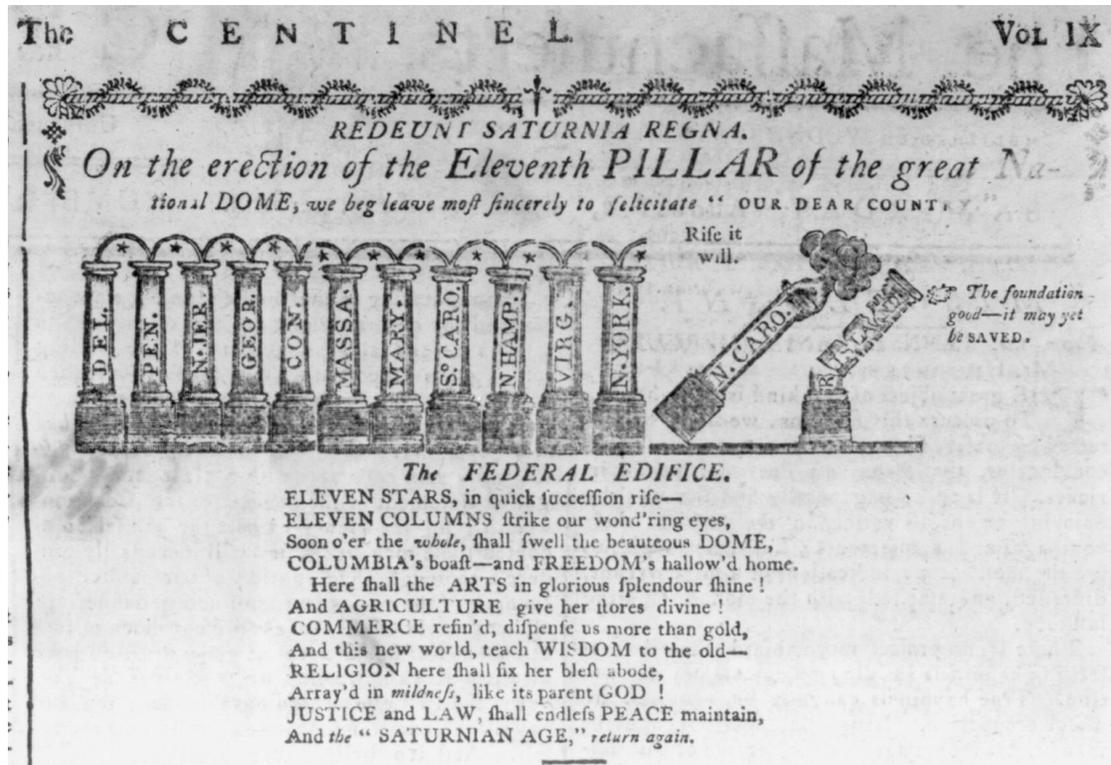


Which freedom, guaranteed by the first amendment, allows Americans to participate in political demonstrations?

- a. Freedom of Religion
- b. Freedom of the Press
- c. Freedom of Speech
- d. Freedom of Assembly

10. Below is a political cartoon that appeared in a newspaper during the time period when the Constitution was being ratified.

If you notice, each pillar represents a state. The eleven upright pillars represent the states that have ratified the Constitution. The two pillars falling down represent the states that have not ratified the Constitution, North Carolina and Rhode Island. Which statement below best describes the activities that might be occurring at the time this cartoon was published?



- Anti-Federalists are lobbying against ratification of the constitution in Massachusetts
- Federalists are lobbying for ratification of the Constitution in North Carolina.
- Federalists are lobbying for ratification of the Constitution in Delaware.
- Anti-Federalists are lobbying against ratification of the Constitution in South Carolina.

Answers to Post Quiz

1. C
2. B
3. A
4. D
5. C
6. C
7. A
8. D
9. D
10. B

Civic Integration
Lesson Plan Quiz Blueprint
NGSSS-SS Main Benchmark: SS.5.C.1.5
Title of Lesson: Rights and Ratification
Grade Level: 5th

Pacing Guide Connection: 5th Grade United States History 3rd Nine Weeks- Topic 10: The Constitution

Question #	Benchmark Grade Level	Benchmark 7th Grade Tested	Answer	Complexity Level
1	SS.5.C.1.5 Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.	SS.7.C.1.8 Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.	C	Low
2	SS.5.C.1.5 Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.	SS.7.C.1.8 Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.	B	Low
3	SS.5.C.1.5 Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.	SS.7.C.1.8 Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.	A	Low
4	SS.5.C.1.5 Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.	SS.7.C.1.8 Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.	D	Moderate
5	SS.5.C.1.5 Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.	SS.7.C.1.8 Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.	C	Moderate

6	SS.5.C.1.5 Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.	SS.7.C.1.8 Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights. 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	C	Moderate
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		SS.7.C.2.5 Distinguish how the Constitution safeguards and limits individual rights		
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