

Teacher's Name:
Employee Number:
School:

Social Studies Lesson Plan- SS.5.C.3.5
Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.

1. **Title: The Bill of Rights - Fifth Grade**

2. **Overview - Big Ideas:**

Enduring Understandings

- Understand the importance of the Bill of Rights.
- Be aware of the major values found in the Bill of Rights
- Recognize certain rights found in the Bill of Rights
- Understand why these amendments were included in the Constitution
- Comprehend the Bill of Rights and its impact on individuals and society
- Understand the rights guaranteed by the First Amendment, limits on those rights, and civic responsibilities relating to those rights.
- Appreciate the effects that the United States Constitution and Bill of Rights have on our lives.

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

- What are some of the rights contained in the Bill of Rights?
- Why are the rights contained in the Bill of Rights important to us?
- What could happen if these rights are taken away?
- How would our lives be different without the Bill of rights?
- Are all ten rights in the Bill of Rights important?
- Are there any rights that do not apply to our lives?
- Why was the Bill of Rights added to the Constitution?

3. **Lesson Objectives**

Standards - Next Generation Sunshine State Standards for Social Studies

Fifth Grade NGSSS-SS Benchmarks

- SS.5.C.3.5 Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.

Tested Seventh Grade NGSSS-SS Benchmarks Relevant to this Lesson

- 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:**

amendment, assembly, bail, double jeopardy, due process, eminent domain, federalism, grand jury, indictment, jury, jury trial, lawsuit, libel, limits, Miranda rights, petition, press, reserved powers, search warrant, slander

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 identify the purpose of the Bill of Rights and know how it protects the rights of every citizen. Furthermore, they will be able to understand the importance of those rights as they relate to their daily lives. Students will demonstrate knowledge of the Bill of Rights by finding examples of their effect in everyday life (ex. freedom of religion as shown by the diversity of churches and the ability to attend any church of choice.)

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, students will be able to complete the attached graphic organizers. Additionally, students will be able to participate in the Invaders activity and reach the conclusion that all amendments in the Bill of Rights are important to us. Students will be able to understand that amendments have limits and what those limits are.

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 Text: The Bill of Rights
- Attachment B: Bill of Rights with explanation
- Attachment C: For teacher use only: background information
- Attachment D: Rights under the US Constitution (to use with Invaders Activity)
- Attachment E: Graphic Organizer: Two Colum notes (Amendment/Picture)
- Attachment F: Brief History of the US Constitution
- Attachment G: 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: Explain the meaning of the Bill of Rights (first ten amendments or additions to the constitution). Then ask students to imagine their lives without the Bill of Rights. Using a smart board or projector go to the following website.
<http://billofrightsinstitute.org/page.aspx?pid=492>
This game/ activity will show students what could happen in society if there were no basic rights.
- b. Reading: Distribute reading (Attachment A and F): The background information contained in the articles gives a brief definition of the Bill of Rights and why it originated. Use appropriate reading strategies with the reading attachments.
- c. Have students look at Attachment B, which is a list of the first ten amendments. Explain each amendment as you read the list. Use Attachment C (for teachers only) to explain and give examples.

- d. Use the power point provided below. Explain each slide. Have students complete the Independent graphic organizer (Attachment E) listed in #8 below



- e. **Invaders Activity:** Students will complete this activity working in cooperative learning groups as described in #8 below.
- f. Have students take the post-quiz associated with this lesson (Attachment G). 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 steps a-c in #6 and watched the power point presentation, have them complete graphic organizer E. The left column gives an explanation of the amendment. In the right column, students are to draw a symbol or picture related to the amendment.
- b. Pair students who are struggling readers and/or English Language Learners with another student for assistance.
- c. Circulate the room to monitor students' ability to draw the symbols.

- d. Invaders activity: Tell students that their lives are about to change. It is the year 2030 and they are living happy, productive lives. They turn on their televisions to hear a news report that our country is being invaded by aliens. The invaders feel we have too many rights in this country that we don't even appreciate or understand. They are demanding that we decide which rights we will give up.
- e. Using Attachment D, each participant must first select 5 rights they want to keep. First they have to choose these rights independently. When they are finished put them in groups of five. Instruct students that, as a group they must decide which five rights they will keep. Explain that some of their peers might not choose the same rights but they must come up with a compromise. After time has been given for discussion and debate within the groups, each group must choose a spokesperson to report their group's decision. The teacher should tally responses on the board.
- f. Discuss the importance of the rights which were not selected. For example, if students chose freedom of speech but not assembly, let them know they will be speaking to themselves because they can't assemble as a group, etc. The point of the activity is that **ALL** rights are important. This activity was adopted from the Justice Teaching website. (See technology integration section of this lesson plan.)

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 invaders activity, 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 go the following website to read the Constitution text:
<http://bensguide.gpo.gov/6-8/citizenship/billofrights.html>

- b. Have students access the National Archives information on the Bill of Rights:
http://www.archives.gov/exhibits/charters/bill_of_rights.html
- c. For a word search puzzle of vocabulary related to this lesson, visit Ben's Guide to Government at the link below and click on "Constitution":
<http://bensguide.gpo.gov/flash/wordsearch.html>
- d. Have students access Ben's Guide to Government for a word search puzzle on the Signers of the Constitution:
<http://bensguide.gpo.gov/9-12/games/wordsearch.html>
- e. Have students access the Bill of Rights Institute website and read the Daily News section. Students may read about current issues and how they relate to the Bill of Rights.
<http://www.billofrightsinstitute.org/page.aspx?pid=468>
- f. Have students play an interactive game related to freedom of religion:
<http://www.billofrightsinstitute.org/page.aspx?pid=732>
- g. Go to: <http://www.justiceteaching.org> for more activities.

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 type of conflicts do you think arise over the Second Amendment?
 - The Bill of Rights was written many years ago. Do you think any of the amendments are out-dated now and no longer needed? If so which ones and why?
 - Why do you think more than one amendment has to do with people who are accused of a crime?
 - What do you think is the purpose of Amendments nine and ten?
 - How might life be different if the Bill of Rights had never been added to the Constitution?

- b. For home learning, ask students to write a brief persuasive essay explaining why we should value all ten amendments found in the Bill of Rights.

Attachment A:
Reading #1

The Bill of Rights

The Bill of Rights, also known as the First Ten Amendments, was added to the United States Constitution in 1791 because many people feared that some states might oppose the Constitution without them. People wanted their rights spelled out. Thomas Jefferson expressed his opinion by saying the following: “...A bill of rights is what the people are entitled to...and what no just government should refuse...” (From Thomas Jefferson letter to James Madison. December 20, 1787).

The first amendment is the most known amendment of the Bill of Rights. This is due to the fact that it directly touches our everyday lives. The first amendment guarantees our most basic freedoms, such as: freedom of speech, religion, press, assembly, and the right to petition the government. The other amendments are equally important as they guarantee different freedoms such as: the right to bear arms, protecting the rights of the accused as well as protecting the rights of the state.

The basic liberties, or freedoms, each citizen is given through the Bill of Rights make the first ten amendments to the Constitution a very important part of American government. The safety and security of Americans have justified certain Supreme Court decisions placing limits on specific amendments. For example, freedom of speech does not include the right to endanger others. Citizens do not have the right to use fighting words, words that might cause a riot, or words that could lead to the overthrow of the government. The first amendment gives Americans the right to criticize the government, but does not give the right to spread harmful lies about the government or government officials. The United States Constitution, through the Bill of Rights, gives citizens many civil liberties, or freedoms. We are permitted to think and act freely, without government interference. It is the duty of American citizens to use these freedoms responsibly.

In the following pages you will find a chart with the ten amendments listed.

The Bill of Rights

The first ten amendments to the U.S. Constitution are summarized below:

<u>1</u>	Freedom of religion, speech, press, assembly, and petition.
<u>2</u>	Congress cannot stop or restrict people from having and carrying weapons for their safety or in situations where they need to defend themselves.
<u>3</u>	The third amendment addresses that unless there is a war or if Congress has passed a law, soldiers can't live in someone else's house without the owner's permission.
<u>4</u>	Your body, your house, your papers and other belongings may not be searched (or have a search warrant issued) unless it can be proven to a judge that there is a strong reason to think you have committed a crime..
<u>5</u>	Right to due process of law, freedom from self-incrimination, double jeopardy.
<u>6</u>	Rights of accused persons, e.g., right to a speedy and public trial.
<u>7</u>	Right to a trial by jury in civil cases.
<u>8</u>	Freedom from excessive bail, cruel and unusual punishments.
<u>9</u>	Other rights of the people.
<u>10</u>	Powers reserved to the states.

Attachment C: **For teacher use only**. Information obtained from History for kids.

Ten rights guaranteed in the Bill of Rights:

1. Congress cannot make laws about your religion or stop you from practicing your religion. Congress cannot keep you from saying whatever you want, or publishing whatever you want (as in a newspaper or a book) as long as your words are not harmful to others. Congress cannot stop you from meeting peacefully or peacefully demonstrating to ask the government to change something.
2. Congress cannot stop people from having and carrying weapons. Citizens need to be able to defend themselves.
3. Citizens do not have to let soldiers live in their homes, except in case of war, and even then, only if Congress has passed a law about it.
4. No one has the right to search your body, your house, or your papers and possessions, unless they can prove to a judge that they have a good reason to think you have committed a crime.
5. You cannot be tried for any serious crime without a Grand Jury meeting first to decide whether there is enough evidence for a trial. And if the jury decides you are innocent, the government cannot try you again with a different jury. You do not have to say anything at your trial. You cannot be put in jail, fined, or otherwise punished unless you were convicted of a crime by a jury. The government cannot take your house, farm or anything that is yours, unless the government pays for it.
6. If you are arrested, you have a right to have a speedy trial. The government cannot keep you in jail without trying you. The trial has to be public, so everyone knows what is happening. The case has to be decided by a jury of ordinary people from your area. You have the right to know what you are accused of, to see and hear the people who are witnesses against you, to have the government help you obtain witnesses for your side, and you have the right to a lawyer to help you.
7. You also have the right to a jury trial in a civil case (a law case between two people rather than between you and the government).

8. The government cannot make you pay more than is reasonable in bail or in fines, and the government cannot impose cruel or unusual punishments (like torture), even if you are convicted of a crime.
9. Just because these rights are listed in the Constitution does not mean that you don't have other rights as well.
10. Anything that the Constitution doesn't say that Congress can do should be left up to the states, or to the people.

<http://www.historyforkids.org/learn/northamerica/after1500/government/billofrights.htm>



Attachment D

Rights under the U.S. Constitution

_____ Right to freedom of speech

_____ Right to bear arms

_____ Right to legal counsel

_____ Right to protection from cruel and unusual punishment

_____ Right to freedom of press

_____ Right to jury trial

_____ Right to freedom of religion

_____ Right to peaceably assemble

_____ Right to protection from self-incrimination
(Testifying against oneself in a criminal trial)

_____ Right to protection from unreasonable searches and seizures

Attachment E

Directions: Use second column to draw symbols and/or pictures related to each amendment.

Amendments	Illustrations
<p>Amendment I</p> <p>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.</p>	
<p>Amendment II</p> <p>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.</p>	

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 offense 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 defense.

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 reexamined 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.

The United States Constitution

The United States has a supreme law, called the United States Constitution. The document's main purpose is to provide a framework for the U.S. government. It is made up of three parts: The Preamble, which is the introduction, The Articles, which are the main body, and the Amendments, or additions. There are twenty seven amendments. All Americans should follow the Constitution. It is the most important document in the United States.

The Preamble is the introduction to the Constitution. It states the reason why the document was created. For example it states, "We the People..." This is a powerful sentence because "We" means everyone: white, Hispanics, African Americans, Asian Americans, Native Americans. It also means rich or poor. In other words, the Constitution was made for everyone. It also states that the government is there by the consent, or approval of the people and it is established to protect its people.

The main body of the Constitution has seven articles. Each article explains different parts, or functions of the government. Article I explains the Legislative branch which makes the laws. It also details the two bodies in the Legislative branch: The Senate and The House of Representatives. Article II outlines the Executive branch, which is lead by the president. Article III explains about the third branch of our government, which is the Judicial Branch. This branch is represented by a federal Court System. The other articles talk about the relation between the federal and the state governments and how to amend the Constitution.

Lastly, the third part of the Constitution is the Amendments. The First Ten were added at once because people did not want to approve the Constitution without them. The first ten amendments are called the **Bill of Rights**. They are very important to every individual. Rights like freedom of speech, the right to petition, the right to bear arms or protection from search and seizures are among the best known. Amendments eleven through twenty seven have been added during the last two hundred plus years. These amendments are also important. Amendment 13, gave freedom to slaves. Amendment 19 gave women the right to vote. All the amendments are important and should be appreciated. As Americans, we should be grateful for our Constitution.

Low Complexity Items:

1. Which of the following is protected by the First Amendment?
 - a. Freedom of religion, speech, press, the right to assemble and petition the government
 - b. Protect citizens from unreasonable search and seizures
 - c. Protect Citizens' rights to a speedy trial and fair jury
 - d. Freedom from debts and voting rights for women

2. What is the name for a crime that involves harming a person's reputation by **printing** lies about him or her?
 - a. suffrage
 - b. libel
 - c. segregation
 - d. slander

3. Which amendment protects Americans "against unreasonable searches and seizures," which means that the police can't search your property without a search warrant?
 - a. fourth
 - b. fifth
 - c. sixth
 - d. eighth

Moderate Complexity Items

4. Which freedom protected by the First Amendment would involve the right call a friend to complain about government?



Freedom of Speech



Freedom of the Press



Freedom of Religion



Freedom of Assembly



Freedom to Petition the Government

- a. Freedom of Assembly
- b. Freedom of Religion
- c. Freedom of Petition
- d. Freedom of Speech

Using the following Chart to answer questions 5-7

YOUR RIGHTS UNDER SELECT AMENDMENTS

The Fourth Amendment



• Police must have a search warrant to enter your house.

The Fifth Amendment



• If arrested, you have the right to remain silent.

The Sixth Amendment



• You have the right to a speedy, fair trial by jury.

The Eighth Amendment



• You shall not endure cruel and unusual punishment.

5. Which amendment guarantees that prisoners won't be tortured while in jail?

- a. fourth
- b. fifth
- c. sixth
- d. eighth

6. Which amendment will be violated if you had to wait two years for your trial?

- a. fourth
- b. fifth
- c. sixth
- d. eighth

High Complexity Items

7. The amendments in the chart above protect which rights?

- a. The right to go to public facilities
- b. The right to attend any school regarding your race or color of your skin.
- c. The rights of the accused.
- d. The rights of people who want to buy property

8. Students were concerned about the number of traffic accidents on the street in front of their school. The students created a document asking the county to put a traffic light in front of their school. They were able to get many community members to sign their document. Which right, guaranteed in the Bill of Rights, were students using?

- a. The right to a speedy trial
- b. The right to petition
- c. The right to bear arms
- d. The right to freedom of religion

9. During the Civil Rights Movement Dr. Martin Luther King used peaceful demonstrations to let the government know that America needed legislation or laws to protect everybody. What conclusions can you draw from looking at the picture?



- a. Dr. King is using his first amendment right of freedom of assembly.
- b. He is in a rally to announce that he will be running for president.
- c. He is attending
- d. None of the above

10. "The strongest reason for the people to retain the right to keep and bear arms is, as a last resort, to protect themselves against tyranny in government" In this quote Thomas Jefferson refers to the right to bear arms as a last resort. What can you conclude?

- a. Thomas Jefferson was against the 2nd Amendment.
- b. He believed that this amendment might be used to defend ourselves against bad governments.
- b. People can use the second amendment in any circumstance.
- c. Thomas Jefferson believes that freedom of speech is essential.

Answers

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

Civic Integration
Lesson Plan Quiz Blueprint
NGSSS-SS Main Benchmark: SS.5.C.1.5
Title of Lesson: The Bill of Rights
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 and the U.S. Constitution	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.	A	Low
2	SS.5.C.1.5 Describe how concerns about individual rights led to the inclusion of the Bill of Rights and the U.S. Constitution	SS.7.C.2.4 Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.	B	Low
3	SS.5.C.1.5 Describe how concerns about individual rights led to the inclusion of the Bill of Rights and the U.S. Constitution	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..	A	Low
4	SS.5.C.1.5 Describe how concerns about individual rights led to the inclusion of the Bill of Rights and the U.S. Constitution	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	D	Moderate
5	SS.5.C.1.5 Describe how concerns about individual rights led to the inclusion of the Bill of Rights and the U.S. Constitution	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.	D	Moderate
6	SS.5.C.1.5 Describe how concerns about individual rights led to the inclusion of the Bill of Rights and the U.S. Constitution	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	C	Moderate

		rights.		
7	SS.5.C.1.5 Describe how concerns about individual rights led to the inclusion of the Bill of Rights and the U.S. Constitution	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
8	SS.5.C.1.5 Describe how concerns about individual rights led to the inclusion of the Bill of Rights and the U.S. Constitution	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..	B	High
9	SS.5.C.1.5 Describe how concerns about individual rights led to the inclusion of the Bill of Rights and the U.S. Constitution	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.	A	High
10	SS.5.C.1.5 Describe how concerns about individual rights led to the inclusion of the Bill of Rights and the Us Constitution	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	High

