



**Literacy Design
Collaborative**

5C. Bill of Rights: District Field-Test Version

by Rhonda C. Marynec, Richard R. Hattal, Marilyn D. Kline, and Judith L. Irvin

This module is part of *The Florida Civics Project Collection*, a comprehensive and sequenced group of modules aimed at providing a foundation for students to master the essential concepts of civic education. The entire collection of nineteen modules addresses all of the Florida Standards/Benchmarks in civics in grades K-6.

Each module covers one to three weeks of classroom instruction. The modules can be successfully implemented as a schoolwide progression, with each grade's instruction building and deepening students' knowledge and skill. Or modules can stand alone, and teachers can implement modules that address particular standards/benchmarks, as needed. Some teachers use these modules as part of their reading/language arts block. Others teach the modules during the time allocated for social studies.

The modules in *The Florida Civics Project Collection* cover all of the benchmarks in civics (listed as Focus Standards) which are addressed in either the teaching task *or* a mini-task. Essential literacy standards (LAFS) are also addressed in each module. In addition, the modules are designed to reinforce the instructional shifts needed for college and career readiness:

- Building knowledge through content-rich texts
- Reading and writing grounded in evidence from text
- Regular practice with complex text and its academic vocabulary

Many Florida district content specialists, school level principals, and teachers participated in this project. In addition, the *National Literacy Project*, in collaboration with the *Florida Joint Center for Citizenship*, provided direction, guidance, and oversight for each module and the collection as a whole. If you have suggestions to improve a module or feedback you would like to give, please contact Dr. Judith Irvin at jirvin@NLProject.org.

In this module, students examine the purpose and power of the Bill of Rights and how it impacts the daily lives of citizens. When we review history, we realize that many people in the past lacked, and a great many around the world today still lack, the freedom to exercise many of the rights we take for granted. The Bill of Rights was designed to provide certain freedoms to citizens and limit the power of the government. In this

5C. Bill of Rights: District Field-Test Version

module students will analyze one of the amendments and write an essay explaining how the amendment provides citizens with freedom and limits government power.

If there is time, additional resources are listed under extension activities.

GRADES

5

DISCIPLINE

 **Social
Studies**

COURSE

 **Civics**

PACING

 **9hr**

Section 1: What Task?

Teaching Task

Task Template IE3 - Informational or Explanatory

After reading the Bill of Rights and informational texts on the Bill of Rights , write an essay in which you explain how one of the first ten amendments guarantees freedom to citizens and limits the power of government. Support your response with evidence from the text/s.

Standards

Social Studies Next Generation Sunshine State Standards

SS.5.C.1.5

Focus

Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.

SS.5.C.2.3

Focus

Analyze how the Constitution has expanded voting rights from our nation's early history to today.

SS.5.C.3.4

Focus

Describe the amendment process as defined in Article V of the Constitution and give examples.

SS.5.C.3.5

Focus

Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.

Florida Standards

LAFS.5.RI.1.2.

Focus

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

LAFS.5.W.1.2.

Focus

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Texts

-  [Bill of Rights Original Text.pdf](#)
-  [Pictures of 10 Amendments.docx](#)
-  [Bill of Rights Song](#)
-  [Bill of Rights Video \(Shake it off\)](#)
-  [Bill of Rights Rap Video](#)
-  [Archives of the Bill of Rights](#)
-  ["Malala the Powerful" for extension activity](#)

 **Bill of Rights Collage for extension activity**

 **Bill of Rights Plain Language.pdf**

 **US Voting Rights Timeline.pdf**

 **Article V Explanation.docx**

Student Work Rubric - Informational or Explanatory Task - Grades 4-5

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Topic / Main Idea	Introduces the topic and an unclear main idea.	Introduces the topic and a clear main idea with an inconsistent focus on the main idea.	Introduces the topic and a clear main idea with a consistent focus on the main idea.	Introduces the topic and a clear and specific main idea with a consistent focus on the main idea.
Use of Sources	Includes few relevant details from sources.	Summarizes, paraphrases, or quotes relevant details from sources with minor inaccurate or incomplete elements . Includes a list of sources.	Summarizes, paraphrases, or quotes relevant details from sources. Includes a list of sources.	Summarizes, paraphrases, or quotes well-chosen details from sources. Includes a complete list of sources.
Development	Includes minimal facts, definitions, details, and/or quotations related to the main idea, or that are loosely related to the main idea.	Includes relevant facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate).	Includes relevant facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) that help develop the main idea .	Explains facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) that develop the main idea.
Organization	Sequence of sentences or sections lacks a logical order or an evident beginning, middle, and end.	Sequences sentences and groups related information in paragraphs or sections, with a clear beginning, middle and end . Uses transitions (e.g., another, for example, also, because) to connect information .	Sequences sentences and groups related information logically in paragraphs or sections that introduce and develop the main idea, and provide a conclusion. Uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect or compare information.	Sequences sentences and groups related information logically in paragraphs or sections that introduce and develop the main idea, and provide a unifying conclusion. Consistently and precisely uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect or compare information
Conventions	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing. Language use is inappropriate	Errors in standard English conventions appropriate to the grade level sometimes interfere with the clarity of the writing. Uses language and domain-specific vocabulary with minor errors .	Consistently applies standard English conventions appropriate to the grade level. Minor errors , while noticeable, do not interfere with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level, with few errors . Attempts to use untaught conventions, appropriate to grade level .
C3 Core Idea <i>Standard:</i> SS.5.C.1.5	Identifies or otherwise applies irrelevant content OR relevant content with major errors or omissions.	Identifies or otherwise applies relevant content with minor errors or omissions.	Explains or otherwise applies relevant and accurate content.	Explains and applies relevant and accurate content.

Background for Students

During the debates on the adoption of the Constitution, opponents of the Constitution as it was written repeatedly charged that it would open the way to the central government's becoming too strong. Fresh in their minds was the memory of the British violation of citizen rights before and during the Revolution such as taxation without representation and limited voting rights for residents of the Colonies. They demanded a "bill of rights" that would spell out the rights of individual citizens.

On September 25, 1789, the First Congress of the United States therefore proposed to the state legislatures amendments to the Constitution that met arguments most frequently advanced against it. Together, these first amendments of the Constitution are now known as the Bill of Rights.

Everyone has rights. In our country, those rights are protected by the Bill of Rights. We will read a variety of texts including stories and videos on the purpose, history, and impact of the Bill of Rights on our daily lives.

Extension

Extension Activity 1: Bill of Rights Collage

Materials

- "The Archives of the Bill of Rights" handout (the handout is listed in texts)
- Poster board or large construction paper
- Collage materials (magazines, newspapers, etc.)
- Crayons, markers, or colored pencils
- Paper
- Scissors
- Glue

Directions

Review the Bill of Rights handout. Display the picture of the Bill of Rights (listed in texts) and discuss its meaning. Then invite students to make a collage representing the Bill of Rights.

Students can work by themselves or in small groups. Distribute poster board (or sheets of large construction paper) and the collage materials. Students will draw pictures that capture what the Bill of Rights means to them. Students will cut out and glue their drawings to the poster board or construction paper. Students can also cut out relevant pictures or words they find in magazines and newspapers. You may want students to research the Bill of Rights online and print images they find; they can use these images as well. Students will label the elements in their collage and include a paragraph explaining how it symbolizes the Bill of Rights. When students finish, display their projects in the classroom.

Extension Activity 2: Malala the Powerful (**Teacher Note:** This activity is in the extension section so that an individual teacher can decide if it appropriate for his or her students. While the true story illustrates the rights US Citizens take for granted, the incident itself is violent and potentially upsetting to students.)

1. Pass out the Scholastic News article *Malala the Powerful*. From this reading students should get a greater understanding of their rights as students in America compared to students from another country. (According to the article, there are 1.8 billion school-aged kids in the world. The 55.5 million in the U.S. have access to free public education. In other parts of the world, not everyone is so fortunate.) After reading the article, students will gain a deeper understanding about how having these rights impacts

them as a student living in America.

2. Students will read the article once. After their first reading, students will reread and use close reading codes to identify pieces of the text that they found surprising (S), sections they still had a burning question about (Q), important sentences (I).
3. Once students are finished coding, they will participate in the protocol "Rally Robin." During this protocol, shoulder partners take turns sharing what they coded. The two peers take turns sharing one code at a time. The teacher sets a 3-5 minute timer during this discussion.
4. Once shoulder partners are finished sharing, lead the students in a class discussion in which they analyze how our rights impact them as students in America compared to other students around the world and what the author's intent was in writing this article.

Exit Slip: Answer the "Read, Think, Explain" questions attached to the Malala handout to check for understanding.

Section 2: What Skills?

Preparing for the Task

TASK ENGAGEMENT: Ability to activate prior knowledge and connect prior knowledge to module learning.

Reading Process

ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.

NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

ENHANCING COMPREHENSION: Ability to identify the central point and main supporting elements of a text.

Transition to Writing

IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.

Writing Process

PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.

INTRODUCTORY PARAGRAPH: Ability to establish a controlling idea and consolidate information relevant to task.

BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure.

REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

EDITING: Ability to proofread and format a piece to make it more effective.

FINAL DRAFT: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
45 mins	<p>TASK ENGAGEMENT: Ability to activate prior knowledge and connect prior knowledge to module learning.</p>	<p>1. MAKING MEANING OF THE AMENDMENTS During today's lesson, you will watch a video about the Bill of Rights and will take related notes using the Bill of Rights Chart. You can use your notes to analyze the rights granted to a U. S. citizen by the Bill of Rights.</p>	<p>Students meet expectation if they take notes in their own words on each Amendment.</p>	<p>Background for Students</p> <p>During the debates on the adoption of the Constitution, opponents of the Constitution as it was written repeatedly charged that it would open the way to the central government's becoming too strong. Fresh in their minds was the memory of the British violation of citizens' rights before and during the Revolution such as taxation without representation and limited voting rights for residents of the Colonies. They did not want to be ruled by a king or queen. They demanded a "bill of rights" that would spell out the rights of individual citizens.</p> <p>On September 25, 1789, the First Congress of the United States therefore proposed to the state legislatures amendments to the Constitution that met arguments most frequently advanced against it. Together, these first amendments of the Constitution are now known as the Bill of Rights.</p> <p>Introduction/Hook</p> <ol style="list-style-type: none"> 1. Pass out the The Bill of Rights - Original Text handout and explain to students that the handout contains the text of the amendments in the Bill of Rights. Explain to students that the Bill of Rights is the first ten amendments of the U.S. Constitution and that this document guarantees the individual rights of citizens. You may wish to use the background provided above or refer to earlier lessons. 2. Explain to students that they will view a short music video (Bill of Rights Rap or Shake it Off) about the Bill of Rights. As they are watching, they will take notes on any key words or phrases they hear about the individual amendments in the appropriate space in the handout. You might have students just listen to the song first and then take notes the second time around. Another song is Play the Bill of Rights (Shake it Off) video: https://www.youtube.com/watch?v=HWPTjFbBj10. Teacher Note: <i>If needed, download the video prior to the lesson using www.keepvid.com.</i> You can use one or both of these songs depending on your preference. 3. Teacher will lead a class discussion about the purpose of each amendment and the notes that were taken during the video. 4. Pictures of the 10 amendments are attached in this mini-task. You may wish to post the pictures in the room or give them to students as a quick reference. Have students identify a picture for each of the Rights in the original text.

				<p>5. Have the students keep their notes in an LDC interactive notebook or folder for future reference.</p>
<p>Standards:</p> <p>LAFS.5.RI.3.9 : Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>SS.5.C.3.5 : Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.</p> <p>SS.5.C.3.4 : Describe the amendment process as defined in Article V of the Constitution and give examples.</p> <p>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.</p>				
<p>Additional Attachments:</p> <ul style="list-style-type: none">  Bill of Rights Video (Shake it off)  Bill of Rights Rap  Picutes of 10 Amendments.docx  Bill of Rights Original Text.pdf  Bill of Rights Song 				
<p>25 mins</p>	<p>TASK ENGAGEMENT: Ability to activate prior knowledge and connect prior knowledge to module learning.</p>	<p>2. ANALYZE THE TASK In this lesson, you will learn what you need to do in order to successfully complete the task. Complete the "Understanding the Task Reflection Sheet."</p>	<p>Students meet expectations if they complete their reflections with regard to the expectations for successfully completing the task.</p>	<ol style="list-style-type: none"> 1. Pass out and read aloud the module prompt and Understanding the Task Reflection Sheet. 2. Guide the class discussion about what each part of the prompt means. 3. Using Think/Pair/Share, have students respond to the questions independently and then share with a partner. 4. Guide a whole class discussion reviewing questions.
<p>Standards:</p> <p>LAFS.5.SL.1.1 : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>LAFS.5.RI.1.1 : Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>SS.5.C.3.5 : Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.</p> <p>Additional Attachments:</p> <ul style="list-style-type: none">  Understanding the Task.docx 				
<p>35 mins</p>	<p>TASK ENGAGEMENT: Ability to activate prior knowledge and connect prior knowledge to module learning.</p>	<p>3. WHAT ARE YOUR RIGHTS? The purpose of this activity is to think about the rights you have in four different situations: at home, at school, in your community, and as a citizen in your country. You will create a foldable with four flaps. Label each flap as home, school, community, or nation. Think about your rights at each</p>	<p>Students meet the expectations if they</p> <ul style="list-style-type: none"> • complete the foldable • identify two or more rights for each identified location • Complete a quick write and add ideas to it from the class discussion 	<p>Before beginning this mini task, talk about the rights most of us take for granted. Students may not realize that people in other countries do not have the right to an education or to speak freely about political opinions. They may need some help thinking of what rights they have for each of the four contexts. Using the introduction to the Bill of Rights they had in mini task 1, talk about rights in each of the four contexts. You may have to provide examples such as "do you have the right to complain about the food in the cafeteria?"</p> <p>Foldable</p> <ol style="list-style-type: none"> 1. Create a foldable with four flaps. Label each flap - "home," "school," "community," or "nation."

of these locations. Use this foldable in answering the question "How are rights important in our everyday lives?"

2. As a class, brainstorm the rights each citizen has in each of the four settings. List these on the board.
3. In pairs or in a small group, decide which right is most important to students and record it on the foldable. Not all of the answers have to be the same.
4. Students will use this foldable in the next segment of the lesson.

How are rights important in our everyday lives?

1. In groups of 3 or 4, once students complete their rights foldable, use the "round robin" structure in which students share their thoughts on specific rights with their table partners.
2. Provide students with 3-5 minutes to complete a quick write where they respond to the question, "How are rights important in our everyday lives?" When time is up, students share one at a time what they wrote. As they share, all partners at the table will record what other group members share.
3. One person from each group will then share the thoughts and ideas of that table with the whole class. (A handout on the Five Essential Kagan strategies is provided in the teacher resources in case you want a further explanation of the Round Robin strategy.)
4. Have students add ideas they gather from the class sharing to their answer to the question.

Standards:

LAFS.5.SL.1.1.B. : Follow agreed-upon rules for discussions and carry out assigned roles.

LAFS.5.SL.1.1. : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

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

Additional Attachments:

 [The Essential 5 Kagan Strategies.pdf](#)

Reading Process

25 mins

ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.

4. VOCABULARY LIST
In your notebook, list words and phrases essential to understanding the texts. Add definitions, and (if appropriate) notes on connotation in this context.

Students meet the expectations if they

- List appropriate words and phrases in student notebook OR use the teacher-provided copies of essential vocabulary and complete the vocabulary handout
- Provide accurate definitions, as

Use the Bill of Rights Essential Vocabulary chart to talk through some of the academic vocabulary students will encounter while reading the Bill of Rights. Help students to generate examples, non-examples, and a visual of each of these words. Save these vocabulary words for later reference.

			needed	
Standards:				
<p>LAFS.5.RI.2.4. : Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>SS.5.C.3.5 : Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.</p>				
Additional Attachments:				
<p> Bill of Rights Essential Vocabulary.docx</p> <p> bill of rights voc list.doc</p>				
40 mins	<p>NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>5. CLOSE READING OF BILL OF RIGHTS</p> <p>What is the purpose of the Bill of Rights? In today's lesson, you will explore how concerns about individual rights led to the inclusion of the Bill of Rights in the US Constitution. Read about the Bill of Rights and code the text. Participate in a class discussion and expand your notes. Complete a quick write explaining the purpose of the Bill of Rights.</p>	<p>Student meets expectation if he/she does the following:</p> <ul style="list-style-type: none"> ● Effectively codes the text ● Participates in discussion ● Expands notes ● Completes a quick write explaining the purpose and importance of the Bill of Rights 	<p>Review the background of the Bill of Rights in the Overview of the module if necessary for students. Additionally, the Transcript of the Bill of Rights link has some additional background information for you.</p> <ol style="list-style-type: none"> 1. Present the students with the mini-task prompt: What is the purpose of the Bill of Rights? The focus of this mini-task is on the philosophical and practical concerns that led to the inclusion of the Bill of Rights into the United States Constitution. 2. Students will turn and talk with a neighbor to respond to the question "What was the purpose of the Bill of Rights?" 3. Use the <i>Florida Social Studies: United States History Interactive Textbook</i>, page 222-225, or another standard textbook that covers the Bill of Rights, review the background of the Bill of Rights and the purpose for including it into the U. S. Constitution. Alternatively, for a more demanding reading assignment, students could read the transcript of the Bill of Rights which is linked below (original and in plain English). As they read, students will reread the text, use close reading coding, and have a table discussion. Various codes for close reading are available: see attachment for coding. Students can code a "P" for the purpose of each of the Bill of Rights. Students should use a * (star) for the amendment they think is most important to the citizens of the United States. If they have more than one "favorite," they can use multiple stars. 4. Once students have finished coding, they can participate in a protocol called "Rally Robin." In this protocol, groups of 3 or 4 students have a chance to share one item they coded at a time. Each member will share. The teacher can set a 5-10 timer for this structure. A link that explains the strategy is provided in the Teacher Resources. 5. Once groups have finished sharing, conduct a class discussion, asking students to explain their coding. They should share which amendment they feel is most important to U.S. citizens. 6. Students will add information from their reading to their notes. 7. Have students write a quick write in which they respond to three questions: What is the purpose of the Bill of Rights? What concerns did the writers of

				<p>the Constitution have that led to the Bill of Rights? What amendment do you think is most important to U.S. citizens today?</p>
<p>Standards:</p> <p>LAFS.5.SL.1.1.B. : Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>LAFS.5.SL.1.1. : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>LAFS.5.RI.3.7. : Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>SS.5.C.3.5 : Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.</p> <p>SS.5.C.1.3 : Explain the definition and origin of rights.</p>				
<p>Additional Attachments:</p> <p> Rally Robin Strategy</p> <p> Transcript of the Bill of Rights</p> <p> Bill of Rights Plain Language.pdf</p> <p> Close Reading Annotation Tools.pdf</p> <p> Bill of Rights Original Text.pdf</p>				
<p>40 mins</p>	<p>NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>6. BILL OF RIGHTS GALLERY WALK: WHAT DO THEY MEAN AND WHY ARE THEY IMPORTANT TODAY? Today you will take notes on important facts, meaning, and relevance of the amendments.</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> • Accurately completed the note-taking guide. 	<ol style="list-style-type: none"> 1. Place students in groups of 2 or 3. Assign each group an amendment to analyze for meaning and relevance. To complete this activity students will draw on the video, song, chart, and their notes from previous Mini-Tasks. 2. Each group will create a chart for their amendment. 3. Students will carousel the room reviewing the charts and taking notes on each amendment - its meaning and relevance today- using the Bill of Rights template and taking notes for their final essay. <p>Teacher Note. Keep posters displayed so that students can use them when they write their final essay.</p>
<p>Standards:</p> <p>LAFS.5.RI.3.9. : Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>LAFS.5.RI.1.2. : Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>SS.5.C.3.5 : Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.</p> <p>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.</p>				
<p>Additional Attachments:</p> <p> Bill_of_Rights_Meaning.Relevance.docx</p>				
<p>50 mins</p>	<p>ENHANCING COMPREHENSION: Ability to identify the central point and main supporting elements of a text.</p>	<p>7. EXAMINING A TIMELINE OF US VOTING RIGHTS How has the Constitution expanded voting rights from our nation's early</p>	<p>Students meet expectations if they share their assigned group's journey to voting rights with a base group and then</p>	<p>Background for Students</p> <p>Voting in local, state, and federal elections is a right and responsibility of all U.S. citizens. But there was a time that not all people living in the U.S. were allowed to vote. In this mini-task, you will examine how the</p>

		<p>history to today?</p>	<p>write a paragraph answering the question, "How has the Constitution expanded voting rights from our nation's early history to today?"</p>	<p>Constitution has expanded voting rights from our nation's early history to today. You will explain how groups have gained the right to vote since the Bill of Rights was written, and you will analyze how major events in history contributed to suffrage. You will participate in all groups activities and write a paragraph to answer the prompt.</p> <p>Timeline of Voting Rights</p> <ol style="list-style-type: none"> 1. Give the students the U.S. Timeline of Voting Rights and ask them to scan it for important events. Ask students to highlight what they think are the five most important events in the voting rights timeline. 2. Explain the term suffrage and that sometimes people had to protest and demand the right to vote. Their voting rights were eventually granted by the passing of Amendments. <p>Three groups and their journey to voting rights</p> <ol style="list-style-type: none"> 1. Hand out the Images of Voting for three groups: African Americans, Women, and Native Americans. 2. Assign students to one of three groups and have them research from the timeline and other sources when and how that group got the right to vote. 3. Jigsaw these groups and have them explain the voting rights to a base group. <p>Synthesizing</p> <ol style="list-style-type: none"> 1. After studying the voting rights timeline and hearing about the journey of three groups of Americans, have students write a paragraph answer the following question: "How has the Constitution expanded voting rights from our nation's early history to today?"
<p>Standards:</p> <p>LAFS.5.W.3.7. : Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>LAFS.5.RI.3.9. : Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>LAFS.5.RI.1.2. : Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>SS.5.C.2.3. : Analyze how the Constitution has expanded voting rights from our nation's early history to today.</p>				
<p>Additional Attachments:</p> <p> US voting rights timeline.pdf</p> <p> Voting images.docx</p>				
<p>40 mins</p>	<p>ENHANCING COMPREHENSION: Ability to identify the central point and main supporting elements of a text.</p>	<p>8. THE AMENDMENT PROCESS How can changes be made to the United States Constitution?</p>	<p>Students meet expectations if they answer the three questions at the bottom of the handout correctly.</p>	<p>Article V of the Constitution is difficult to understand as it is 143 words and one sentence long, but it sets the process for amending the Constitution. Read the handout on Article V of the Constitution and answer the questions at the bottom of the handout.</p> <ol style="list-style-type: none"> 1. Give students a copy of the attached handout that explains Article V of the Constitution and gives some sample amendments.

2. Clarify the terms *amend*, *propose*, and *ratify* for students if they are unfamiliar with these terms.
3. Have students read Article V and note items that are confusing to them. Then have them read the explanation that goes with it.
4. Have students summarize their learning by answering the three questions at the bottom of the page.

Standards:

LAFS.5.RI.2.4 : Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

LAFS.5.RI.1.2 : Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

SS.5.C.3.4 : Describe the amendment process as defined in Article V of the Constitution and give examples.

Additional Attachments:

 **Article V explanation.docx**

Transition to Writing

1 hr

IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.

9.SOCRATIC SEMINAR
Participate in a Socratic Seminar in which you discuss the opening question, "How does the Bill of Rights impact the daily lives of citizens?" Write a paragraph responding to the opening question.

Students meets expectation if they

- Participate in the Socratic Seminar
- Write an effective response to the opening question

1. Students will participate in a Socratic Seminar Inner/Outer Circle Discussion focused on the opening question in the task's prompt. Students will use their working notes from throughout the module to provide evidence from various texts in their responses.
2. A guide to Socratic Seminar is provided under Teacher Resources. (adapted from Libscomb University)
3. Assign all students their role for the discussion (1/2 of the class will form an inner circle and 1/2 of the class the outer circle) and pass out the Circle Discussion handout.
 - Make sure all students have their their notes and a pencil.
 - Review protocols for the discussion as they are outlined on Circle Discussion handout; focus on strategies to move the discussion forward.
 - Students in the inner circle are to discuss, and students in the outer circle are to take notes as they listen attentively to the discussion. Outer circle students may not speak.
 - Pose the opening question and give the inside circle a set amount of time (e.g., 10 or 15 minutes) to discuss. After the allotted time, switch circles and allow the other half of the students to continue the discussion for an equal amount of time.
 - After the seminar, students will write an individual response to the opening question.

Standards:

LAFS.5.SL.1.1.D : Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

LAFS.5.SL.1.1.B : Follow agreed-upon rules for discussions and carry out assigned roles.

- LAFS.5.SL.1.1.** : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- SS.5.C.3.6** : Examine the foundations of the United States legal system by recognizing the role of the courts in interpreting law and settling conflicts.
- SS.5.C.3.5** : Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.
- SS.5.C.2.3** : Analyze how the Constitution has expanded voting rights from our nation's early history to today.
- 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.

Additional Attachments:

-  [Inner Outer Circle Discussion.docx](#)
-  [Socratic Seminar Student and Teacher Guide.pdf](#)

Writing Process

<p>20 mins</p>	<p>PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.</p>	<p>10. BRAINSTORMING IDEAS FOR WRITING Select the amendment you wish to write about and brainstorm ways it supports citizens' freedom and limits government's power.</p>	<p>Students meet the expectations if their organizers contain examples of how their amendment guarantees freedom and limits governmental power.</p>	<p>1. Have students return to the teaching task and be certain they understand what is expected.</p> <ul style="list-style-type: none"> ● After reading the Bill of Rights and informational texts on the Bill of Rights, write an essay in which you explain how one of the first ten amendments guarantees freedom to citizens and limits the power of government. Support your response with evidence from the text/s. ● Have students select one of the Bill of Rights Amendments ● Using the Brainstorming Organizer, have students list their amendment and brainstorm ways their chosen amendment guarantees freedom and limits the power of government.
<p>Standards:</p> <p>LAFS.5.W.3.9. : Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>LAFS.5.W.2.5. : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>				
<p>Additional Attachments:</p> <ul style="list-style-type: none">  Brainstorm Web.pdf 				
<p>40 mins</p>	<p>INTRODUCTORY PARAGRAPH: Ability to establish a controlling idea and consolidate information relevant to task.</p>	<p>11. OPENING PARAGRAPH Using the TEA Paragraph Builder, write an opening paragraph that includes an attention grabber/hook to get the reader's attention, provides some background information, and establishes your controlling idea.</p>	<p>Student meets the expectations if he/she does the following:</p> <ul style="list-style-type: none"> ● Writes a hook to get the reader's attention. ● Provides background information. ● Establishes a controlling idea that provides a clear response to the task. 	<ul style="list-style-type: none"> ● Offer several examples of opening paragraphs. ● Ask the class to discuss what makes the paragraph examples strong or weak. ● Review the TEA Paragraph Builder.

	<p>Standards:</p> <p>LAFS.5.W.1.2.A. : Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>LAFS.5.RI.3.9. : Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>			
	<p>Additional Attachments:</p> <p></p>			
<p>40 mins</p>	<p>BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure.</p>	<p>12. INITIAL DRAFT Using the T.E.A. Paragraph Builder, write an initial draft complete with an introduction, developing paragraphs that include evidence to support the controlling idea, and a conclusion; insert and cite textual evidence.</p>	<p>Student meets the expectations if he/she does the following:</p> <ul style="list-style-type: none"> • Provides complete draft with all parts. • Supports the controlling idea in the later sections with evidence and citations. 	<ul style="list-style-type: none"> • Provide time for students to draft their essays, offering mini-conferences and support as needed. • Encourage students to re-read the prompt and the T.E.A. Paragraph Builder partway through writing, to check that they are on track.
	<p>Standards:</p> <p>LAFS.5.W.3.9. : Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>LAFS.5.W.1.2.E. : Provide a concluding statement or section related to the information or explanation presented.</p> <p>LAFS.5.W.1.2.D. : Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>LAFS.5.W.1.2.B. : Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>LAFS.5.W.1.2.A. : Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>			
	<p>Additional Attachments:</p> <p></p> <p></p> <p></p> <p></p>			
<p>30 mins</p>	<p>REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p>13. MULTIPLE DRAFTS Using the T.E.A. Paragraph Builder, refine the composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.</p>	<p>Student meets the expectations if he/she does the following:</p> <ul style="list-style-type: none"> • Responds to the prompt. • Provides complete draft with all parts. • Supports the controlling idea in the later sections with evidence and 	<ul style="list-style-type: none"> • Model useful feedback that balances support for strengths and clarity about weaknesses. • Assign students to provide each other with feedback on those issues. • Provide support as students revise their essays.

			citations. <ul style="list-style-type: none"> Improves earlier edition. 	
Standards: LAFS.5.W.2.5 : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. LAFS.5.W.1.2 : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				
30 mins	EDITING : Ability to proofread and format a piece to make it more effective.	14. CORRECT DRAFT Edit draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.	Student meets the expectations if he/she does the following: <ul style="list-style-type: none"> Provides draft, free from distracting surface errors. Uses format that supports purpose. 	<ul style="list-style-type: none"> Briefly review selected skills that many students need to improve. Teach a short list of proofreading marks. Assign students to proofread each other's texts a second time. Provide support as students edit and revise their essays.
Standards: LAFS.5.L.1.2 : Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. LAFS.5.L.1.1 : Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
10 mins	FINAL DRAFT : Ability to submit final piece that meets expectations.	15. FINAL PIECE Turn in your complete set of drafts, plus the final version of your essay.	Student meets the expectations if he/she does the following: <ul style="list-style-type: none"> Fits the "Meets Expectations" category in the LDC rubric for the teaching task. 	None
Standards: LAFS.5.W.2.4 : Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) LAFS.5.W.1.2 : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				

Instructional Resources

Teacher Resource

 [The Bill of Rights Explained.docx](#)

 [Life Without Bill of Rights Game](#)

 [Bill of Rights Module: FJCC](#)

 [Privacy Article](#)

Student Handout

 [Bill_of_Rights_Meaning.Relevance.docx](#)

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided

All Attachments

-  **Bill of Rights Original Text.pdf** : <https://s.Idc.org/u/2cmf8ehsuceo771qv4phy0ibu>
-  **Pictures of 10 Amendments.docx** : <https://s.Idc.org/u/cvgffvnc0s6k5j4ngyk9uy75q>
-  **Bill of Rights Song** : <https://s.Idc.org/u/2pg586to50uk9actol2fm1two>
-  **Bill of Rights Video (Shake it off)** : <https://s.Idc.org/u/913a0c2omd9qxnalaixjspgcz>
-  **Bill of Rights Rap Video** : <https://s.Idc.org/u/wobx6g8detefeyrl73sfous>
-  **Archives of the Bill of Rights** : <https://s.Idc.org/u/84310vv0nn8n849kygwm1jgpc>
-  **"Malala the Powerful" for extension activity** : <https://s.Idc.org/u/csjjuy1ob8gvxaxwi2gnr3e6t>
-  **Bill of Rights Collage for extension activity** : <https://s.Idc.org/u/45xocxubgioye6pkqkpd4yabo>
-  **Bill of Rights Plain Language.pdf** : <https://s.Idc.org/u/7lmxym5xlgx88fdbtrdbxz007>
-  **US Voting Rights Timeline.pdf** : <https://s.Idc.org/u/py4z4d0j247aomd1kg4bup9j>
-  **Article V Explanation.docx** : <https://s.Idc.org/u/1kkswnwltmiyxfq3yztclql12>
-  **The Bill of Rights Explained.docx** : <https://s.Idc.org/u/64auwidxrjzcx709i0x9mrwwf>
-  **Life Without Bill of Rights Game** : <https://s.Idc.org/u/cgwf95gw6hvjvsepcm9fd3y6z>
-  **Bill of Rights Module: FJCC** : <https://s.Idc.org/u/dwqg3rehhaj68u085zhkybvfr>
-  **Privacy Article** : <https://s.Idc.org/u/5qsa24kfqtddbxbkgzdp8bv1bq>
-  **Bill_of_Rights_Meaning.Relevance.docx** : <https://s.Idc.org/u/eyi7qrwx0yzwtmrmrjqcy9plu5>