

The Bill of Rights

Objective: Students will determine what rights are guaranteed in each of the ten amendments that make up the Bill of Rights and analyze the impact of the Bill of Rights on their lives today.

Utah Social Studies Standard 5.3.2a Explain the significance of the Bill of Rights.

5.3.2c Analyze the impact of the Constitution of their lives today (e.g. freedom of religion, speech, press, assembly, petition).

Instructional Procedures

1. Explain that today we will be learning more about the Bill of Rights and how it impacts our daily lives. Ask students what they already know about the Bill of Rights, and list their responses on the board.
2. Pass out the Bill of Rights worksheet. Tell students that they will be filling in the table as best they can as we go through a few activities, starting with a video. Encourage them to take notes in the table as they watch, but make sure they know that they don't have to completely fill in every box right now. Show the Bill of Rights video from the Constitution Center website: <http://constitutioncenter.org/learn/hall-pass/the-bill-of-rights> After the video, give students a few minutes to share some of the things they learned or the ideas that stood out to them. (The video is 15 minutes long.)
3. Divide students into groups of two or three to investigate each amendment more closely. (*You might want to divide the class into more than 10 groups instead of assigning the entire 1st amendment to one group.*) Each group will be responsible for making a poster to share with the class. Their posters need to use words and drawings to explain what rights are guaranteed in their assigned amendment and how they think those rights might be significant to them in their daily lives. Below are some resources that might be helpful to students in creating these posters:
 - *Decoding the Bill of Rights*- a handout from the Constitution Center website, attached to this lesson plan and taken from <http://constitutioncenter.org/learn/educational-resources/lesson-plans/bill-of-rights>
 - *Helpful websites that explain the amendments:*
 - <http://www.historyforkids.org/learn/northamerica/after1500/government/billofrights.htm>
 - <http://www.voteutah.org/learning/government/historical.html#bill>
 - <http://www.scholastic.com/teachers/article/explaining-bill-rights>You can either direct students to these websites or print out the material that seems like it might be most helpful to them.
4. Have groups present their posters to the class. After each group presents, lead more of a discussion on how these rights apply to us today, if needed. Have students continue to fill in

the table on the Bill of Rights worksheet.

Assessment: Students can be graded by evaluating their responses on the Bill of Rights worksheet. You can also grade their posters for content and appearance and give group participation scores.

Possible Extensions

- Play Bill of Rights Bingo- attached to this lesson plan and taken from <http://constitutioncenter.org/learn/educational-resources/lesson-plans/bill-of-rights>
- Use the attached Scenario Cards. Read the scenario and then have students identify what rights are possibly being violated. Discuss both sides of the issue—why it might be necessary and why it might be considered a violation of rights. Scenario cards taken from <http://billofrightsinstitute.org/wp-content/uploads/2012/11/Middle-School-BOR-Lesson-with-Answer-Key.pdf>
- Assign groups to also plan and present a skit that demonstrates the rights that are protected under their assigned amendment. To provide support, you could give them ideas based on the scenarios included with the Bingo game or the attached scenario cards.