



Lesson 3: ***The Bill of Rights***

Objectives:

1. To be able to discuss the need for a Bill of Rights
2. To be able to discuss the 10 Amendments and how they apply to present day.
3. To be able to match the correct amendment with a situation.

Materials:

Book: *Carl the Complainer* by Michelle Knudsen

We the Civics Kids student magazine for Lesson 3

Bill of Rights Match Game Activity Sheets (Situation Card Sheet and Amendment Card Sheet)

Scissors

Glue or glue stick

Activity: *Writing a Petition*

Student Voices Bulletin Board Activity

Literacy Link with bookmark: *More Than Anything Else* by Marie Bradby

Common Core Standards:

- CCSS-ELA-Literacy RL 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS-ELA-Literacy RI 4.3 Explain events, procedures, ideas or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- CCSS-ELA-Literacy W 4.1 Write opinion piece on topics or texts, supporting a point of view with reasons and information.
 - W4.1a Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose
 - W4.1b Provide reasons that are supported by facts and details.
 - W4.1d Provide a concluding section or statement related to the opinion presented.
- CCSS-ELA-Literacy SL 4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners and texts, building on each others' ideas and expressing their own clearly.
- CCSS-ELA-Literacy L 4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

National Standards for Civics and Government

NSS-C. K-4.1 What is Government?

What is Government and What Should It Do?

- Where do people in government get the authority to make, apply, and enforce rules and laws and manage disputes about them?
- What are some of the important things governments do?
- What is the difference between limited and unlimited government?

NSS-C. K-4.2 Principles of Democracy

How Does the Government Established by the Constitution Embody the Purposes, Values, and Principles of American Democracy?

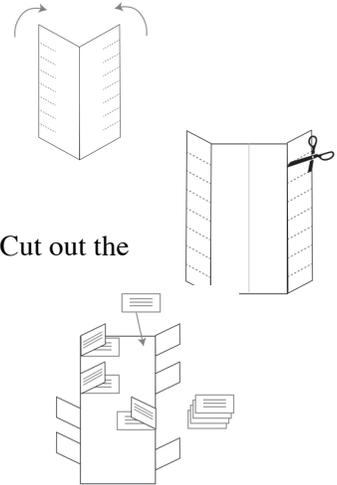
- What is the United States Constitution and why is it important?
- Who represents you in the legislative and executive branches of your...national government?
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Lesson Procedures: Session 1

1. Introduction: Read the book *Carl the Complainer* to the class. Discuss how Carl was able to petition his local government because of a right guaranteed to him by the Bill of Rights in the Constitution.
2. Distribute the **We the Civics Kids** magazine for Lesson 3. Discuss the title captions. Read and discuss each amendment, emphasizing why that amendment was included based on the history of the time and how it applies to present day.

Lesson Procedures: Session 2

1. Review the Bill of Rights as discussed in the previous session
2. Distribute Bill of Rights match game sheets and demonstrate to students how to construct the activity:
 - a. Place the situation card worksheet face down on the desk.
 - b. Fold in half.
 - c. Open up the sheet and fold each side to the middle fold. This will make the situation cards visible.
 - d. Cut between the situation cards so that each card is on a flap. Cut out the amendment cards.
 - e. Have students paste the proper amendment card underneath each situation card. This can be an individual or small group activity.
3. Review the answers to the Amendment/Situation Match.



Lesson Procedures: Session 3

1. Explain to the class that they, like Carl the Complainer, will be putting the Bill of Rights into action by petitioning their local authorities for a change.
2. Distribute and review the *Write a Petition* direction and format sheet. Ask students to suggest “changes” they would like to see. After discussion, limit the list to four or five topics.
3. Arrange students in groups by “change” topics.
4. Working in groups, students will complete and sign their petition using the format sheet.
5. Once completed, students will present their petition to the class seeking additional signatures.
6. Submitting a final copy of the petition to the authority is at the teacher’s discretion.

Other Suggested Readings:

- Literacy Link book and bookmark: *More Than Anything Else* by Marie Bradby
- *The Bill of Rights – Protecting Our Freedom Then and Now* by Syl Sobel: Supplementary literature
- *Sleds on Boston Commons – A Story from the American Revolution* by Louise Borden and Robert Parker: Supplementary literature

Tech Connections:

- **Bill of Rights Match Game:** <http://www.texaslre.org/BOR/billofrights.html>
- **Library of Congress Word Search:** <http://myloc.gov/Education/OnlineActivities/Pages/onlineactivities/wordSearch/index2.html>