

Picture Books and the Bill of Rights

Adapted from a lesson plan submitted by Theresa Dinius, Charleston County Schools
Charleston, South Carolina

NATIONAL STANDARDS for CIVICS & GOVERNMENT

- Standard V - Grade PreK - 2

CONTENT AREAS

- US Government
- Law
- Social Studies
- Language Arts
- Art

TIME: 1-2 class sessions

LESSON OVERVIEW

This lesson is designed to acquaint students with sections of the Bill of Rights through the use of Caldecott Medal Books and other picture books.

GOALS

- Explain some of the basic freedoms and rights that Americans have, which are outlined in the Bill of Rights.
- Students will learn these freedoms through the use of Caldecott Medal Books and other picture books.

MATERIALS AND PREPARATION

1. Resource list of books (attached)
2. Paper
3. Pencils or markers.

PROCEDURES

PREPARATION

To prepare for the lesson select and read the books ahead of class to determine which freedoms and sections of the Bill of Rights to emphasize.

Day One

Discuss that every citizen in America has certain rights or freedoms and ask the students to listen to the story of Uncle Murray in Dayneu or How Uncle Murray Saved the Seder by

R. Schilder (Summary: Deciding that a Passover seder (Passover meal) is too much work, Uncle Murray and Aunt Helene decide to skip some of the things they do every year. However, one thing leads to another and soon a joyous celebration is underway.)

If that story is not available, another selection may be used as the introductory story, such as Look for Daniela by S. Kroll (Summary: Daniela, a rich merchant's daughter, is kidnapped from her home. Antonio, a street performer who admires Daniela, must use his talents in juggling, tightrope walking, and guitar playing when he rescues her from bandits and tries to get her home again.)

Another suggestion is The 500 Hats of Bartholomew Cubbins. (Summary: A young boy goes to sell his cranberries and has to face an angry king in the palace. The king is angry because Bartholomew does not remove his hat for the king. Each time he tries to remove his hat another one appears. The king wants him punished.)

After the introductory book is read, ask the students to tell what rights and freedoms the character has and is allowed to do in the story. Continue with several books listed in the pages that follow this lesson so that several freedoms are exemplified.

ACTIVITIES:

1. Role play the story, concentrating on one freedom or right.
2. Students will make up "What If" questions about the story, concerning the freedoms being discussed. For example, What if the king in The 500 Hats did not have a rule that stated, that everyone must remove their hat before being punished?
3. Write a letter or make an imaginary phone call to the main character telling him/her about his/her rights that are guaranteed for all Americans.
4. Students can brainstorm different television shows that have something similar to the stories and tell how the shows and stories are alike and different. SEE VENN DIAGRAM
5. Think-Pair-Share Activity: Students will think about a right they would not like to give up (could be at home or school). Then they will pair up with a partner and share their ideas with that partner and then act out the right and have the class to guess what they are sharing.
6. Have the class will compose a vertical poem called Freedom or rights.

BIBLIOGRAPHY

The following books may be used to lead to a discussion of the freedoms and rights in the Bill of Rights

1st - Freedom of speech and religion

Dayenu or How Uncle Murray Saved the Seder by R. Schilder

2nd - Right to bear arms or own guns

The Happy Hunter by Duvoisin

Mister Billy's Gun by Hader

The Tomatoe Patch by Wonderiska

Wooden Man by Bolliger

3rd - The Quartering of Soldiers

Stone Soup by Brown

Steadfast Tin Soldier by Anderson

Soldier, Soldier Won't You Marry Me? by Langstaff

Drummer Hoff by Emberley

4th - The Right to be Secure in your own Home

Look for Daniela by S. Kroll

Sylvester and the Magic Pebble by Steig

Where the Wild Things Are by Sendak

8th - Cruel and Unusual Punishment Shall Not Be Inflicted

The 500 Hats of Bartholomew Cubbins by Dr. Seuss

The Thief and the Blue Rose by U. Schaeffler

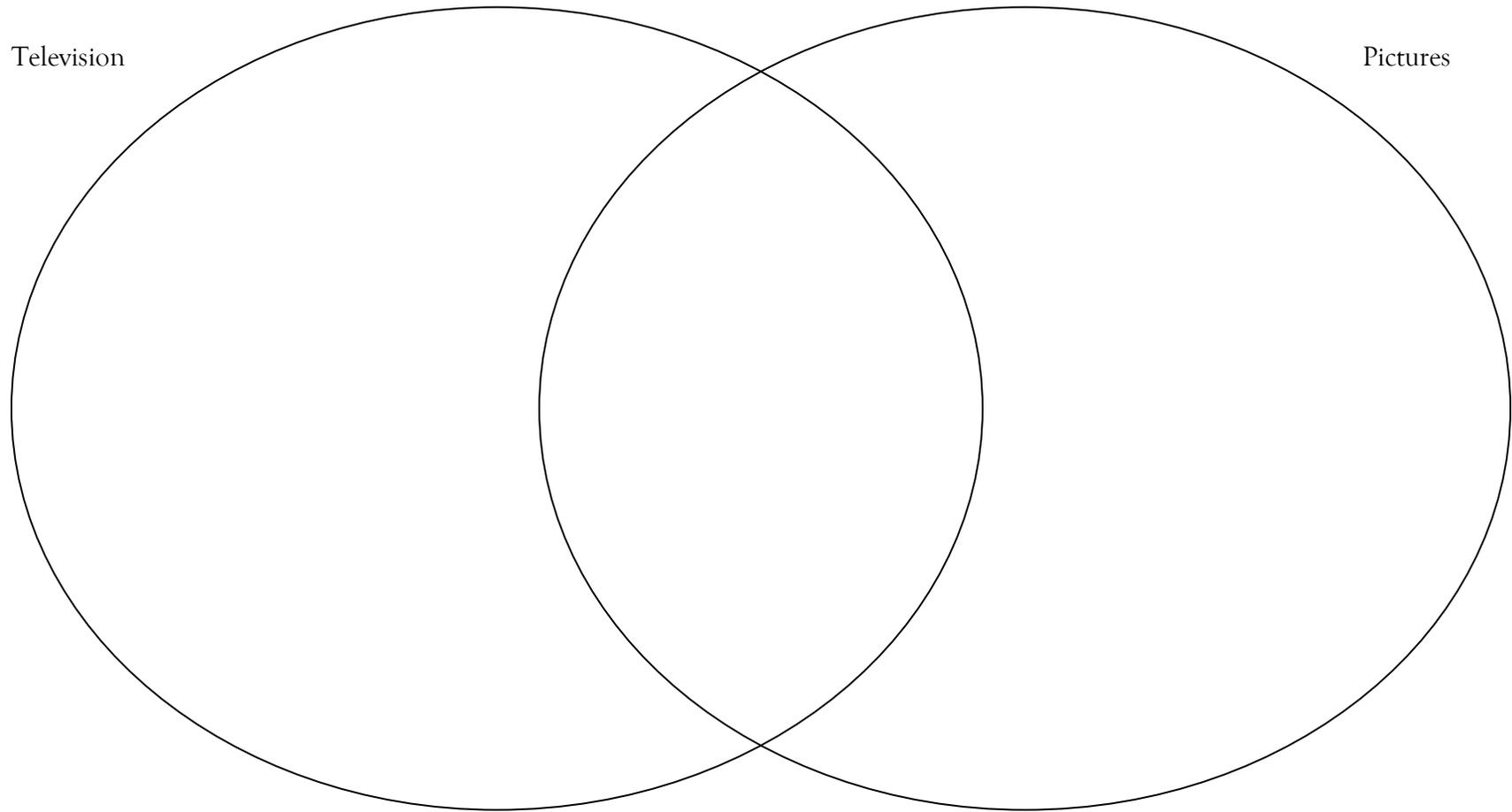
For additional information on topics you may use A to Zoo Subject

Access to Children's Picture Books by C.W. Lima.

The National Constitution Center's Warren E. Burger Repository of Lesson Plans
www.constitutioncenter.org

Graphic Organizer #1

Venn Diagram: Television Shows and Picture Books



Graphic Organizer #2
Vertical Poem

F
R
E
E
D
O
M

R
I
G
H
T
S

Student's Name: _____

STATEMENT OF PURPOSE: The student will gain an understanding of basic rights and freedoms of the American citizen.

Analytic Scoring Rubric	4	3	2	1
Accurately discuss the basic principals of the Bill of Rights.				
Accurately defines rights.				
Accurately defines freedom.				
Communicates new knowledge and understandings clearly.				
Actively participates in activities.				

Holisitic Scoring Rubric
(4) Demonstrates exceptional understanding of how the Bill of Rights is the foundation for basic rights and freedom shapes American society and can apply this knowledge to daily life.
(3) Differentiates between rights and freedom with accurate interpretations, associates amendments to daily life.
(2) Vague explanation of Bill of Rights and how it affects daily life.
(1) Can not explain differences and similarities rights and freedom. Can not apply relationship of Bill of Rights to daily life. No attempt is made to participate in activities.