**The American Revolution: Module 4:**

**Lesson 5**

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| **Topic:** The Bill of Rights | **Grade:** 5th grade |
| **Standards:** NVACS. RL.5.1 Skim text for main ideas. NVACS.RL.5.2 Use reading strategies to identify key content words, and supporting details to build comprehension. NVACS.RL.5.3 Identify cause and effect and fact v. opinion.NVACS.RL.5.4 Use reading and writing to respond to historical literature.NVACS.RL.5.5 Gather information making outlines, and creating graphic organizers.NVACS.IMTL.5.2 Conduct research by locating, gathering, and organizing information using online and print resources. NVACS.IMTL.5.3 Present content orally, in writing, and through multimedia presentations.NVACS.IMTL.5.4 Explain content through the use of maps, graphs, charts, diagrams.NVACS.IMTL.5.6 Use content specific technology tools to support learning.H1.5.6 Identify individuals and groups responsible for founding and settling the American colonies. H2.5.2 Describe issues of compromise and conflict within the United States.H2.5.3 Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.H2.5.5 Explain how the interactions among Native Americans, Africans, and Europeans, during colonial America resulted in unique economic, social, and political institutions. H2.5.6 Identify the events that led to the Declaration of Independence. H2.5.7 Identify the causes, key events, and people of the American Revolution. H2.5.8 Explain the relationship between the American colonies and England, and discuss its impact on independence. H3.5.3 Describe ways individuals display social responsibility. CCSS.5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). CCSS.5.RI.3 Describe the connections between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. CCSS.5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |
| **Lesson Objective(s)**In this lesson plan, has students use BrainPOP videos and interactive resources to explore the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights. Students will use interactive online videos and game play to explore how basic rights are guaranteed by the Constitutional amendments, and how they can sometimes be interpreted diﬀerently by diﬀerent people.**Know:** This lesson will instruct the students continuing along the unit of the American Revolution with the final steps leading up to the Bills of Rights. **Do:** Students will reflect upon the learning that has been going on so far through this unit. This final lesson will have the students put all of their knowledge of historical events, pertinent persons of the American Revolution, and the events leading up to the Bill of Rights and the Constitution of the United States. **How:** This lesson includes the use of a video, a game of knowledge about the Bill of Rights and how the amendments were presented and adopted on the document, and it combines animation and interactive activities to give students a peek into the inner workings of the Supreme Court. There is a teacher’s guide for the game, and there are writing and comprehension activities that correlate to the teaching and the game.  | **Formative Assessment(s)** Pre-assessment of just having the students write down any of the ten amendments that they might know on a pre-printed page with ten empty boxes. Formative assessments will be the activity page and the vocabulary page.A post assessment will be the four comprehension questions from the learning and the activities. **How: (with specifics)**Students will connect all of their prior knowledge into this final lesson by being able to participate in the Supreme Decision game, complete the vocabulary and activities pages, and demonstrate mastery of knowledge by completing the assessment with a passing grade. Students will be able to access literature that can assist them in finding information about the events and persons that lead up to the Bill of Rights being written, signed, and adopted across a young United States of America.  |
| **Duration:** Two to three days.  |
| **Materials:** Books:Cheney, Lynne. (2008) We the People. Simon & Schuster Children’s Publishing. Fritz, Jean. (2009) Why don’t you get a horse, Sam Adams? Puffin Books. Harris, Michael. (2016) *What is the Declaration of Independence?* Penguin Workshop.Kaplan, Fred. (2014) *John Quincy Adams: American Visionary.* Harper.Larson, Edward. (2014) *The Return of George Washington 1783-1789*. William Morrow. Malam, John. (2014) *The Founding Fathers.* Scholastic, Inc. Computers with Internet accessLCD projector and/or interactive whiteboardBrain Pop subscription for Login. **Copies:**Class set of photocopies of the graphic organizer, vocabulary, assessment, and activity.  |
| **Technology:**BrainPop access: Videos, game, and graphic organizer.Video: <https://www.brainpop.com/socialstudies/usgovernment/billofrights/>Game: <https://www.brainpop.com/games/supremedecision/>Teacher guide to the rules of the Supreme Decision game:<http://static.icivics.org/viewpdf.html?path=/sites/default/files/SD-Game-Guide.pdf>Graphic organizer: <https://www.brainpop.com/socialstudies/usgovernmentandlaw/billofrights/activity/?tab=graphicOrganizer#=graphicOrganizer>Identify it activity: <https://www.brainpop.com/socialstudies/usgovernmentandlaw/billofrights/activity/?tab=graphicOrganizer#=standard>Formative assessment/Comprehension questions:<https://www.brainpop.com/socialstudies/usgovernmentandlaw/billofrights/activity/?tab=graphicOrganizer#=primary_source>Lesson Vocabulary: <https://www.brainpop.com/socialstudies/usgovernmentandlaw/billofrights/activity/?tab=graphicOrganizer#=vocabulary>Final Activity: Create a poster with the First Ten Amendments of the Bill of Rights. Image: Bill of Rights depicted in cartoon format from 1971 Young Citizen teacher’s guide transparency. Courtesy: Syracuse University. CLICK IMAGE TO ENLARGE and for teacher printable version. (hps://govbooktalk.ﬁles.wordpress.com/2013/12/cartoon-bill-of-rights-1971-young-citizen-teachers-guide.jpg) |
| **Rationale:** This lesson is the culmination of the student learning of all of the events throughout The Revolutionary War, the men and women that were driving forces to create a new nation, and how the citizen made decisions to govern themselves.  |
| **Hook:** Have you ever heard the phrase “I plead the fifth!” or “This violates my first amendment rights!” What do these statements mean? Have students have a brief discussion about what they know. Use proper vocabulary words and terms. 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? 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?**Essential Questions:** What do you know about how the Supreme Court works?How are cases chosen to be determined by the Supreme Court? How are Supreme Court Justices selected? Explain the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.Explore how rights guaranteed by Constitutional amendments can be interpreted differently by different people.Research and share information about a selected case and decision. |
| **Time** | **Procedures** |
| 15 min10 min20 min30 min30 min | After an introductory discussion about what the Bill of Rights means to the students and what they “think” that they know. Have students fill out a paper with ten empty boxes on their own. This is to assess what they really do know about the 10 amendments that make of the Bill of Rights. Collect these when students are done. Hand out the graphic organizer to the students. Instruct them that they may use several books for resources for information to gain more knowledge about the Bill of Rights and the men that had a hand in writing and adopting it. Introduce the BrainPop video about the Bill of Rights. You may choose to turn the closed captioning on and instruct students to listen for more information about the Bill of Rights. Watch Video. [Bill of Rights movie](http://www.brainpop.com/socialstudies/usgovernmentandlaw/billofrights/) Now show the video a second time, pausing throughout to facilitate discussion and to allow students to write down more information on their graphic organizers.Review discussions from the previous day and then introduce the Supreme Decision game to the students and go over the rules provided in the teacher’s guide. Play the [Bill of Rights movie](http://www.brainpop.com/socialstudies/usgovernmentandlaw/billofrights/). Tell the students that they will have an opportunity to explore how the Bill of Rights works in a court room through the game [Supreme Decision](http://www.brainpop.com/games/supremedecision/). Pair students up and provide at least 20 minutes for game play.Bring students back to a whole-class discussion. What things did they learn about how Supreme Court decisions are made? How do precedent cases affect the way judges decide? How can the same right be interpreted in opposite ways by different people?Have the students to select one of the following two topics that are addressed in the game: *Should cultural speech get as much protection as political speech?* or *Are limits on student speech good or bad for education?* Explore students' chosen topic in depth together. As an extension project or lesson the students could write about their opinions, research related cases and decisions, and/or act out a Supreme Court case on this topic in the classroom.Final activity and an assessment: Students will create a foldable with the first ten amendments and draw a picture to depict each amendment. Example below: |
|  | **Review:** The original lesson was derived from Brain Pop. The students loved the interactive portions of the lesson. They were able to use knowledge that they had gained throughout this unit to answer questions and play the game. They were able to access of their knowledge and create a timeline of events, take notes in their journals, and create posters and foldables to demonstrate and share all of their learned knowledge.  |
|  | **Closure:** Final assessments, and discussion to discuss what they have ultimately learned in this unit.  |
|  | **Parent Connection/Involvement:** If any student has a parent, grandparent, or family member that is a Lawyer or Judge I would invite them to speak with the students.  |
|  | **Interdisciplinary – other subjects across the curriculum tied (if applicable)**Listening, active participation, and cooperation with peer.  |

References:

BrainPop. Bill of Rights lesson plan. Supreme Decisions game.

file:///E:/UNLV%20reading%20endorsement/CIL%20680%20Literature%20for%20children%20and%20young%20adults/Curricular%20study/Bill%20of%20rights/Bill%20of%20Rights%20Lesson%20Plan\_%20Supreme%20Decision%20Game%20\_%20BrainPOP%20Educators.pdf

Quiz and History; Bill of Rights

file:///E:/UNLV%20reading%20endorsement/CIL%20680%20Literature%20for%20children%20and%20young%20adults/Curricular%20study/Bill%20of%20rights/Quiz%20and%20History%20for%20Bill%20of%20Rights%20Day%20December%2015%20\_%20Government%20Book%20Talk.pdf

Supreme Decision- Teachers Guide to the game:

<http://static.icivics.org/viewpdf.html?path=/sites/default/files/SD-Game-Guide.pdf>

Supreme Decision- the game.

<https://www.brainpop.com/games/supremedecision/>

Supreme Decision- the video.

<https://www.brainpop.com/socialstudies/usgovernment/billofrights/>