

TAH Teacher Pre-Planning Form

Title: The Bill of Rights – Kindergarten Adaptation

Prepared By: Middle/ Lower Keys TAH group- Regina Land

Grade Level: K

Subject: US Government

1. TEACHER QUESTION: What question about teaching and learning history (pedagogy) will you investigate through this lesson?

How can students relate documents from the past to their daily lives?

2. BACKGROUND QUESTION: What do students currently understand about this topic? What misunderstandings or misconceptions might students have? How does this lesson tie to past learning and how will it connect to future learning?

Students know that groups need rules in order to stay organized and happy. They may not know that the Bill of Rights serves as America's rules.

TAH Lesson Plan Form (K adaptation)

Historical Thinking Standard/Skill(s):

Historical Comprehension

Description of Lesson:

In this lesson, students will work as a whole group on the Bill of Rights. Students will share their ideas orally, while the teacher records their responses on chart paper. They will discuss laws and address the amendments that limit governing. Then they will share ideas about a bill of rights for our classroom, using a document with an overview of the idea of each amendment. The teacher will chart their responses and find correlating pictures to use on a final chart. Then the teacher will create a large chart with the new Bill of Rights and rebus pictures drawn by the students and post in the room. Students will sign.

Essential Question:

Are the amendments to the Constitution still valid for today?

Objective/Learner Outcome:

- The students will learn about the Constitution and how the Bill of Rights changes it.
- Students will create a Bill of Rights for the classroom through oral discussion.
- The students will sign their Bill of Rights and share with parents.

Vocabulary:

Amendment
Bill of Rights
Constitution

Activity:

1. Students will listen to a modified version of the Bill of Rights and the teacher will explain what it means on their level of understanding.
2. As the class discusses the Bill of Rights, the teacher will ask if these ideas still work today.
3. The class will then think about what they need for a classroom Bill of Rights as it fits their needs and classroom, and the teacher will chart their oral responses. (2 days, 5 per day due to time)
4. The teacher will create a copy of the document in publisher and this will be sent home for the parents so they understand the classroom Bill of Rights (laws).
7. The teacher will rewrite the Bill of Rights on chart paper and have students illustrate the key words found. They will sign their new classroom Bill of Rights which will be posted in the classroom.

Materials Needed:

Copies of the amendments (www.billofrightsinstitute.org)

www.foundingfather.info/documents/billrights.html)

Chart paper

Markers

Clip art found on Microsoft site.

Computer made copy of final document.

Adaptations (grouping for instruction, differentiation, ESE/ESOL Modification):

None, this is the adaptation. We sat together on the circle rug.

Assessment:

Oral discussion and feedback

Inter-disciplinary Connections:

Language Arts

American History

Attachments:

Parent copy of sample document.