

TAH Teacher Pre-Planning Form

Title: The Bill of Rights

Prepared By: Lower Keys Elementary PLC

Grade Level: 3-5

Subject: American History

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

To what extent does my questioning foster critical and creative thinking?

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 learned about the American Revolution

* Constitution and the Bill of Rights documents were created Post-American Revolution.

* Students confuse the Constitution and the Bill of Rights as they might think they are one document.

TAH Lesson Plan Form

Historical Thinking Standard/Skill(s): Historical analysis and Interpretation
Standard 3J: Hypothesize the influence of the past, including both the limitations and opportunities made possible by past decisions.

Lesson Abstract:

Briefly discuss the background of the creation of the Bill of Rights. Show the students the “document” (parchment paper, if available). Give each student a copy of the Bill of Rights transcript. Explain that after the Constitution was created, there were extensive debates about the lack of rights within the constitution. After lengthy debates and the addition of the Bill Of Rights, it was ratified by three fourths of the states.

Essential Question:

What freedoms does the Bill of Rights specifically warrant?

Objective/Learner Outcome:

The learners will be able to analyze the factors involved in writing, addition to the constitution, and ratification of the Bill of Rights.

Academic Vocabulary:

Amendment, Bill of Rights, congress, citizen, compromise, freedom (s)

Activity:

- *1. Briefly review the background of the creation of the Bill of Rights.
- *2. Show the students the “document” (parchment paper, if available)
- *3. Give each student a copy of the Bill of Rights transcript.
- *4. As a group, discuss amendments #4, #5, #6, and #7
- *5. Divide the class in small groups (2-3students) and distribute the rest of the amendments. Each small group will discuss and complete the discussion questions included with their amendment.
- *6. Allow enough time for all groups to complete their task. Call the group back together.
- *7. Discuss the amendments worked by the small groups.
- *8. To end the lesson:
 - a. place pictures, depicting the ten amendments, on the board.
 - b. briefly discuss the pictures.
 - c. ask students to identify which amendment is pictured and to place the card with the amendment below (or next) to the corresponding picture.
- *9. Pass the graphic organizer, the students will summarize the lesson Following/answering the questions on it.

Materials Needed:

Copy of Bill of Rights (one copy to be cut in strips), enough for the entire class
Cardstock paper -to copy Bill of rights and cut in strips-these should be laminated.
Pictures depicting Bill of Rights
Bill of Rights parchment paper form
Bill of rights worksheets
Graphic organizer
Student Collaboration Rubric

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

ESE, Ell, students will be paired with higher level students and closely monitored by the teacher.
Graphic organizer will provide opportunity to students to summarize the lesson and express their ideas with pictures should they need to.. Pictures to identify Bill of Rights and amendments strips.

Assessment:

Assessment will be based on:

- *1. Partnership collaboration, comprehension of questions and their answers.**
- *2. Student collaboration will be evaluated using a rubric (attached) to assess: participation within group or with partner, interpersonal relations within group or partner, flexibility within group or with partner.**
- *3. Overall participation in the activity will be assessed based on teacher observation.**
- *4. Answers provided in the graphic organizer.**

Inter-disciplinary Connections:

Reading, writing, Art (foldable)

Attachments:

Bill of Rights (to cut in strips)
Bill of Rights transcript
Worksheets for amendments
Graphic organizer format
Student Collaboration Rubric

Student Collaboration Rubric:

Name: _____

Date: _____

	4	3	2	1
Participation within the group (or partner)	<p>Consistently/actively works towards group/partner goals.</p> <p>Willingly accepts and fulfills individual role within group/partners.</p> <p>Consistently and actively contributes knowledge, opinions and skills.</p>	<p>Works toward group goals without prompting.</p> <p>Accepts and fulfills individual role within the group.</p> <p>Contributes knowledge, opinions, and skills without prompting.</p>	<p>Works toward group goals with occasional prompting.</p> <p>Accepts role within the group with some prompting</p> <p>Contributes to the group with occasional prompting.</p>	<p>Works toward group goals only when prompted.</p> <p>Does not accept role within the group.</p> <p>Contributes to the group only when prompted.</p>
Interpersonal Relations (group or partner)	<p>Sensitive to others feelings.</p> <p>Values the knowledge, opinions and skills of others.</p>	<p>Shows sensitivity to the feelings of others.</p> <p>Shows respect toward the knowledge, opinions, and skills of others.</p>	<p>Shows some sensitivity to the feelings of others.</p> <p>Shows some respect towards the knowledge, opinions, and skills of others.</p>	<p>Needs reminders to be sensitive to the feelings of others.</p> <p>Shows total disregard toward the knowledge, opinions, and skills of others.</p>
Flexibility within the group (or with partner)	<p>Helps group identify necessary changes and encourages group action for change.</p>	<p>Willingly participates in needed changes.</p>	<p>Participates in needed changes, with occasional prompting.</p>	<p>Participates in needed changes only when prompted and encouraged.</p>