Bill of Rights

## Goals & Objectives

Students will learn about the implementation of the Bill of Rights and the importance of the Bill of Rights in the Constitution. Students will engage in a simulation that will help students analyze the Bill of Rights and understand their role in the Constitution.

## California State Content Standard

8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

8.2.6 Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.

### Lesson Introduction (Hook/Access Prior Knowledge)

The teacher will start with writing the words Bill of Rights big on the board. The teacher will then ask the students for help in decipher what the word Bill means and then the word Rights. Students will raise their hands and the teacher will write the students’ responses on the board underneath the appropriate word. The teacher will then circle the responses that best match the definition of the words.

### Vocabulary (Content Language Development)

The students will be introduced to the key terms during the content delivery and will be explained throughout the lesson.

 Key terms:

 -Bill of Rights

-Quarter

-Seizure

 -Bear Arms

 -Jury

### Content Delivery (Method of Instruction)

The content will be primarily delivered through a simulation in which the students will play the role of a lawyer and certain scenarios will be presented in which the student must decide whether an individual’s rights have been violated per the Bill of Rights in the Constitution.

The teacher will provide a small lecture that introduces the Bill of Rights and explains the ten amendments that compromise the Bill of Rights.

### Student Engagement & Critical Thinking (Student Activities)

The students will be taken to the computer lab and will play the simulation called, *Do I Have A Right?: Bill of Right.*

http://www.icivics.org/games/bill-of-rights

The simulation will present students with scenarios in which they (the students take the role of a lawyer) must decide if a person’s rights have been infringed. The simulation will test the students’ ability to decipher which cases the Bill of Rights apply thus testing the students’ knowledge of the Bill of Rights.

### Lesson Closure

The teacher will have the students start a journal in which they write about their experience as a lawyer. Students will write about how they felt and why they chose certain cases they felt the Bill of Rights were infringed as well as why the Bill of Rights are fundamentally important.

### Demonstrated Learning (Formative & Summative Assessments)

The teacher will walk around to note the students’ progress in the simulation, keeping an eye on which cases students felt the Bill of Rights was applicable.

The journal will serve as a more formal, summative assessment of the subject matter.

Accommodations for English Learners, Struggling Readers and Students with Special Needs

The teacher will provide pictures for key vocabulary that may be difficult to understand. The teacher will also walk around during the simulation so as to keep a close eye on student progress and help explain and clarify scenarios in the simulation for the those students that may need assistance.

## Lesson Resources

[Bill of Rights](http://www.archives.gov/exhibits/charters/bill_of_rights.html)

[Bill of Rights for Kids](http://www.historyforkids.org/learn/northamerica/after1500/government/billofrights.htm)

[*Do I Have A Right?: Bill of Rights*](http://www.icivics.org/games/bill-of-rights)