

Lesson Plan

Student name: Elizabeth Wood
Subject/Topic: Social Studies

Class/grade: 5th
Date to be taught: 3/16/17

Standard and Indicator

Foundations of Government: 5.2.4 - Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution and the Bill of Rights.

Co-Teaching Strategy: One teach, one assist

Materials

1. Teacher
 - a. SMART board
 - b. PowerPoint stating the 10 amendments
 - c. Bill of Rights Cards (x3)
 - d. Bill of Rights Cards – More Challenging (x3)
 - e. Construction paper (x24)
 - f. Bill of Rights Cartoons Explanation Reference Sheet (x24)
 - g. Bill of Rights Matching (x24)
2. Student
 - a. Paper
 - b. Pencil
 - c. Vocabulary Sheet

Objective

1. The students will create a foldable to demonstrate their knowledge of the ten amendments in the Bill of Rights.
2. The students will identify the amendment that protects the citizen's rights in a concentration game.

Motivation

1. I will show the Bill of Rights Song video.
<https://www.youtube.com/watch?v=KtH5KjiHeps>

Goal for Learner

1. "Today, we are going to create a foldable that states the ten amendments to the Bill of Rights and play the concentration game to match up the amendment that protects the citizens' rights."

Content and Procedures

1. Teacher Content

- a. The Constitution did not have any rights of the citizens and many delegates refused to sign the Constitution until a bill of rights was written to protect the freedom and rights of the individual.
 - b. James Madison proposed twelve amendments, but only the States approved ten. They became our Bill of Rights.
 - i. Amendment 1: Freedom of Religion, Speech and the Press, The Right to Assemble and Petition
 - ii. Amendment 2: The Right to Bear Arms
 - iii. Amendment 3: Housing of Soldiers
 - iv. Amendment 4: Searches, Seizure and Warrants
 - v. Amendment 5: Rights in Criminal Trials and the Rights of Property
 - vi. Amendment 6: Rights to a Fair Trial
 - vii. Amendment 7: Rights in a Civil Trial
 - viii. Amendment 8: Bail, Fines and Punishment
 - ix. Amendment 9: Rights Kept by the People
 - x. Amendment 10: Powers Kept by the States and the People
2. Procedures
- a. I will tell the students to get out their Vocabulary Sheet
 - b. I will write the following on the SMART board:
 - i. Bill of Rights - first ten amendments of the Constitution that guarantee rights
 - c. I will explain to the students that after the Constitution was created, some of the delegates would not sign the Constitution until a bill of rights was written. The bill would protect the freedom and rights of the individual.
 - d. James Madison was the one to come up with the ten amendments.
 - e. I will have the paper passers pass out construction paper and the Bill of Rights Cartoons Explanation Reference Sheet.
 - f. I will model how to create a foldable with ten spaces and flaps.
 - i. First, fold the paper in half.
 - ii. Fold the paper in half again.
 - iii. Open the paper up.
 - iv. Fold the outer two folds into the middle.
 - v. Draw four lines that way there are five equal spaces on each fold.
 - vi. Cut on those four lines.
 - vii. Do not cut the fold down the middle.
 - viii. Open up the paper.
 - g. I will tell the students that on each fold the students will write down the amendment and the number and on the inside the students will define what the amendment is in their own words.
 - h. I will present the ten amendments of the Bill of Rights as a PowerPoint.
 - i. After explaining each amendment, I will randomly call on students to explain what the amendment protects in their own words.
 - j. After creating the foldable, I will ask the students if they know how to play concentration.
 - k. I will quickly describe the rules to concentration.

- l. I will explain to the students that they will be playing concentration with the ten amendments and ten situations. The students will have to match up the amendment that best protects the citizen in the situation.
 - m. I will provide the following example:
 - i. The army based in your town is over-crowded. The town council passed a law that you must house a soldier.
 - ii. This situation matches with amendment three because citizens do not have to house soldiers anymore.
 - n. I will group the students based on their seating arrangements.
 - o. I will pass out the concentration materials.
 - p. I will tell the students to have fun.
 - q. After ten minutes, I will collect the concentration materials.
 - r. I will have the paper passers pass out the Bill of Rights Matching Worksheet.
 - s. I will explain that the students will be matching the amendment to what the amendment says.
 - t. I will tell the students that they have three minutes to work on the Bill of Rights Matching Worksheet.
3. Checking for Understanding
 - a. I will ask the students what each amendment means in their own words.
 - b. While the students are playing concentration, I will ask students why they matched a situation with a specific amendment.
 4. Lesson Summary
 - a. The students will be creating a foldable that states the ten amendments to the Bill of Rights. The students will also be playing the concentration game to identify which amendment protects the citizen's rights. The students will work on the Bill of Rights Matching.

Practice/Application

1. The students will create a foldable that states the ten amendments to the Bill of Rights.
2. The students will play the concentration game to identify which amendment protects the citizen's rights.
3. The students will independently work on the Bill of Rights Matching Worksheet.

Evaluation of student learning

4. While the students are creating their foldable, I will be walking around the room and observing them as they work.
5. As the students are playing the concentration game, I will be observing the students and asking questions such as why did they pair up this situation and that amendment.
6. I will examine the Bill of Rights Matching Worksheet after the students turn it in.

Closure

1. "Great job today everyone! Today, we created a foldable that states the ten amendments to the Bill of Rights and played a game that identified the amendment that protects the citizen's rights. Can someone tell me what is the purpose of the Bill of Rights? Great job! If you did not finish the Bill of Rights Matching Worksheet, it is homework."

Accommodations

1. Students with Special Needs:
 - a. To accommodate students with special needs, I will give them enough time to fully understand the concepts and the directions. I will provide them with the definitions for each of the ten amendments.
2. Students who are Gifted and Talented
 - a. To modify for students who are gifted and talented, I will give them more challenging situations to match up with the appropriate amendment.

Resources

- Bill of Rights Song (2016, July 14). Bill of Rights Song (Parody of Jay-Z – Run This Town. Retrieved February 26, 2017 from <https://www.youtube.com/watch?v=KtH5KjiHeps>
- Home. (n.d.). Retrieved March 14, 2017, from <http://safarmedapps.com/bill-of-rights-matching-worksheet/>
- Learning, L. (2016, October 26). Bill of Rights SORT. Retrieved March 02, 2017, from <https://www.teacherspayteachers.com/Product/Bill-of-Rights-SORT-2848706>
- National Constitution Center. (2017). Retrieved February 26, 2017, from <http://constitutioncenter.org/learn/educational-resources/lesson-plans/we-the-civics-kids-lesson-3-the-bill-of-rights>
- Quiz and History for Bill of Rights Day December 15. (2013, December 13). Retrieved March 14, 2017, from <https://govbooktalk.gpo.gov/2013/12/13/quiz-and-history-for-bill-of-rights-day-december-15/>
- The Bill of Rights. (n.d.). Retrieved February 26, 2017, from <https://www.archives.gov/founding-docs/bill-of-rights>