Lesson Rationale:
Standards- Social Studies Standard 5- Civics, Citizenship and Government

Key Ideas-
2. The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule for respect to minority rights, and respect for self, others and property) principles, and practices and establish a system of shared and limited government.

4. The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytic questions, take a skeptical attitude towards questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.

Instructional Objectives-
1. Given a copy of the original Bill of Rights students will analyze the amendments with accuracy. (analysis)
2. Given amendments modified by students, students will create original scenarios pertaining to one amendment with 100% accuracy. (synthesis)

Modifications/Adaptations-
1. Worksheets can be modified to further break down topics to help students with learning disabilities analyze information.
2. Teacher will model one scenario so that students with learning disabilities are given a springboard from which to work.
3. Students with hearing impairments will be allowed to sit near the teacher for better understanding.
4. Students with occupational therapy needs for handwriting will have access to a computer.

Materials- Internet encyclopedia, dictionaries, thesauruses, copy of the Bill of Rights, realistic copy of the Constitution, graphic organizer for each student, paper and markers.

Lesson Opening: “Many of the rights that you enjoy as a U.S. citizens come directly from the Bill of Rights. The Bill of Rights was written in 1789 by the Framers of the Constitution. The Bill of Rights was intended to list the basic rights of all United States citizens that are to be upheld by the government. They can never be taken away. Today we are going to analyze these rights and relate them to our lives as students, children and
community members. The original Bill of Rights was written in a sophisticated language that would be hard for students to understand. Our job today is to rewrite the amendments so that we understand exactly what they mean.

**Lesson Body:**

1. Teacher will present Content Literacy Initiating Strategy “VocabAlert.” Teacher will write the word “democracy” on the board with the definition underneath. (Definition: a government in which the supreme power is held by the people and exercised by them directly or indirectly through a system of representation usually involving periodically held free elections. Adapted from Webster dictionary definition.). Students will respond to a continuum as to whether they are very familiar, sort of familiar or not familiar with the word. Teacher will ask those who are familiar to explain the definition. Teacher will then explain what an amendment has to do with today’s lesson on the Bill of Rights.

2. Students will split into five groups as assigned by teacher. Each group will be given a copy of two amendments as they are presented in the original Bill of Rights.

3. Students will read through their copies of the amendments and use the “VocabMark” content literacy strategy to mark unfamiliar terms on a separate sheet of paper.

4. Students will then use thesauruses and dictionaries to define the terms identified. They will write the definitions that they find on their VocabMark sheets.

5. Using their prior knowledge, dictionaries and on-line encyclopedias, groups will analyze and talk about their amendments. They will then re-write the amendment in language that is easy for everyone in the class to understand. They will do this by using on-line encyclopedia’s a thesaurus and dictionary as vocabulary references. They will fill in the information into their graphic organizer.

6. Groups will then jigsaw to form new groups comprised of one representative from each original group. Students will teach the others about the two amendments they were given to analyze. The others will listen and take the opportunity to fill in the information presented into their graphic organizers.

7. Students will then work in pairs and be assigned one amendment. They will think of a real life scenario that depicts this amendment in action. They will then work together to draw a picture or draft a short skit about this scenario. They will then present it to the class in a brief informal presentation to share their ideas.

**Lesson Closing:** Teacher will say: “The purpose of today’s lesson was to show you how the Bill of Rights supports the idea of democracy in the United States, and how it supports the ideas of freedom. As a closing, I would like you to reflect upon what you learned today.” The teacher will then direct students to open their journals and write a Process Log (Stephens and Brown, 2000). The question that will direct their evaluation will be, “what amendment means the most to you now as a fourth grader and why?”
Follow-Up:
1. In a follow-up lesson students will refer to their graphic organizers to refresh them of each amendment.
2. The class will discuss why the amendments are important and how they relate to citizens fundamental rights. They will discuss parts they think are good and parts they think need improvement.
3. As a class, students will come up with a “Fourth Grade Bill of Rights” to be used as a set of rights that the class believes all students should be entitled to.
4. Teacher will post these rights on the wall and can use them as a guideline for classroom policies and procedures.

Assessment: Teacher will evaluate graphic organizers and process log entries to check for key concepts. Teacher will use anecdotal evidence while watching the presentations to see whether or not students understand the information well enough to apply it to an actual situation.

Resources: