### Lesson Title
Are You Right About Your Rights?

### Teacher
LTC Jon E. Jordan

### Grade Level
8th

### Duration of Lesson
45 min

<table>
<thead>
<tr>
<th>Lesson Topic</th>
<th>The Bill of Rights</th>
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| SC Standards and Indicators | Standards:
8-2
The Student will demonstrate an understanding of the causes of the American Revolution and the beginnings of the new nation, with an emphasis on South Carolina's role in the development of the nation.
8-2.3
Explain the role of South Carolinians in the adoption of the Declaration of Independence.
8-2.6
Explain the roles of South Carolinians in the establishment of new state and national governments after the American Revolution.
8-3
The student will demonstrate an understanding of South Carolina’s role in the development of the new national government.
8-3.3
Explain the basic principles of government as established in the United States Constitution. |

| Academic Vocabulary | Declaration of Independence
Preamble to the Constitution
Bill of Rights
Amendments
Ratification |

| Lesson Materials | Primary sources related to the Constitution, Senteo, textbook, notes, Edhelpers worksheets, Smartboard, and Brain Pop |
Lesson Set

<table>
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<th>Content Objective(s)</th>
<th>The learners will analyze primary documents to explain the impact of the Bill of Rights on the Constitution.</th>
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| Literacy Objective(s) | • Identify and explain the relationships among multiple causes and multiple effects.  
                          • Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.  
                          • Analyze evidence, arguments, claims, and beliefs |
| Lesson Importance     | The Bill of Rights is the document that ensured the ratification of the Constitution. |
| Connections to prior and future learning | The weaknesses of the Articles of Confederation; the Northwest Ordinances; and the Federal Convention. |
| Anticipatory Set/ Hook (Engage) | Watch the Brain Pop movie on the Constitution and complete the quiz. |

Skill Development

Initial “explain” portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components.

The content portion is only a brief introduction, the bulk of the student learning will take place during the guided practice activity.

<table>
<thead>
<tr>
<th>Introduce content components</th>
<th>Hand out copies of the Constitution and go over the Bill of Rights.</th>
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<tbody>
<tr>
<td>“I do” Skill from literacy objective</td>
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<tr>
<td>introduce/explain/model</td>
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Guided Practice

This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as Explore.

| “We do” Activity Description | Use the Smartboard lesson on “Are You Right About Your Rights?”  
Using the Pre Test on the Bill of Rights the learners will work in groups to find the answers.  
The learners will listen to the New Flash from the Smartboard lesson.  
Using this information the learners will work in groups to decide which |
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<td>Include student “explore” components and opportunities for them to explain their learning.</td>
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items from the Bill of Rights they want to give up. One member from the Groups will roll the dices to see which Right the class has lost.

Checking for Understanding- “Informal” Assessment  Post Test on the Bill of Rights

**Closure**

Teacher will re-visit content and answer students’ questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.

| Content Solidified | Review concerns on the Bill of Rights and how it affected each state. |

**Independent Practice**

"You Do"  Have each group work on the Edhelpers worksheet on The Constitution and complete Chapter-12 Cornell Notes.

**Summative/ “Formal” Assessment**

| Assessment | The learners will turn in the Edhelper worksheet. |

**Differentiation**

| During Lesson Assessment | The learners will be allowed to review the pamphlet on the Constitution and ask their group mates questions. |
| Assessment | The learners will use the Senteo to answer the Post Test. |
Reference(s):

http://www.ratical.org/co-globalize/BillOfRights.html

http://wwwconstitutioncenter.org

http://www.brainpop.com/socialstudies/ushistory/usconstitution/
1. Which of these can be found in the U.S. Constitution?
   A. Laws governing bankruptcy procedures
   B. Laws making burglary, murder, and assault illegal
   C. Laws governing the operation of the judicial branch of the government
   D. Laws that grant individual states the power to secede from the Union

2. The founders tried to make the Constitution flexible, so it could take the country into the future. How did they accomplish this?
   A. By allowing judges to write a new Constitution every 100 years
   B. By allowing judges to write new laws
   C. By making sure the Constitution was amendable
   D. By allowing the President to ignore laws he opposes

3. Which of these is a main principle of the Constitution?
   A. All citizens are entitled to a large number of individual rights
   B. The punishment should fit the crime
   C. The American government is based on 10 core values
   D. The President is more powerful than Congress and the Supreme Court

4. How is republicanism different from direct rule?
   A. In direct rule, the federal government has all the power; in republic, power is divided between the states
   B. In direct rule, laws are written by judges and bureaucrats; in republic, the people themselves make the law
   C. In direct rule, the President is elected by the electoral college; in a republic, the President is elected by the people
   D. In direct rule, people can make their own laws; in a republic, elected representative make laws
5. In the term “popular sovereignty,” what does “sovereignty” mean?

A. In a way that people support  
B. Power or authority  
C. Voting  
D. Slavery

6. Which choice is an example of “checks and balances?”

A. The President can sign bills into law  
B. With enough votes, Congress can pass laws  
C. The Supreme Court can declare laws unconstitutional  
D. Both the President and members of Congress must win elections

7. How does the Constitution separate the powers of the federal government?

A. Into 50 states  
B. Into seven main principles  
C. Into 10 amendments  
D. Into three coequal branches

8. Which of the following is a power of the federal government?

A. The power to sign peach treaties with other countries  
B. The power to pass school budgets  
C. The power to issue state income taxes  
D. The power to ratify local laws

9. What would happen if a state law violated the U.S. Constitution?

A. The Constitution law would be overturned  
B. The state law would be overturned  
C. Nothing state laws are allowed to contradict the Constitution  
D. The state would be expelled from the Union
10. What can you conclude about the concept of limited government?

   A. It means that federal laws don’t apply to everyone
   B. It means that members of the government are allowed to break the law
   C. It means that laws apply to every person equally
   D. It means that federal laws must be ratified by all 50 states
### NOTES: The War for Independence

1. What is your homework for tonight?
2. What document declared our independence?
3. What were the major battles of the war?
4. What were the advantages and disadvantages of the British and Americans at the beginning of the war?
5. Who was Mary Ludwig Hays?
6. Who were the Patriots foreign allies?
7. How did the Patriots build a navy?
8. How and why did royal government finally end in South Carolina?
9. How did the Patriots suppress the Loyalists in the Back Country?

**Summary:**

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Notes:

1. 

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