

## **Lesson Plan - Reading Your Rights**

### **Objective:**

- Student will identify the historic and contextual rationale behind the inclusion of each of the Amendments in the Bill of Rights from the 18<sup>th</sup> century perspective and discuss the role of each right in our political culture today.

### **Standards:**

- ODE American History Standards K-12
  - Students apply skills by using a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored
    - Analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.
  - Some documents in American history have considerable importance for the development of the nation. Students use historical thinking to examine key documents which form the basis for the United States of America.
    - The Declaration of Independence reflects an application of Enlightenment ideas to the grievances of British subjects in the American colonies.
    - Problems facing the national government under the Articles of Confederation led to the drafting of the Constitution of the United States. The framers of the Constitution applied ideas of Enlightenment in conceiving the new government.
    - The Federalist Papers and the Anti-Federalist Papers structured the national debate over the ratification of the Constitution of the United States.
    - The Bill of Rights is derived from English law, ideas of the Enlightenment, the experiences of the American colonists, early experiences of self-government and the national debate over the ratification of the Constitution of the United States.

### **Student Preparation**

- Between worksheets 1 and 2, students should have a strong understanding of the events of the Revolutionary Era, government under the Articles of Confederation, the Constitutional Convention and the Ratification Debate.

### **Worksheet 1 - Foundation Document Analysis**

#### **Materials:**

- Student Worksheet - Foundation Document Analysis
- Web Access for research:
  - Foundation Document Analysis
    - <http://teachingamericanhistory.org/library/document/magna-carta/>
    - <https://teachingamericanhistory.org/library/document/the-english-bill-of-rights-1689/>
    - <http://teachingamericanhistory.org/library/locke/>
    - <http://teachingamericanhistory.org/bor/roots-chart/>
- PowerPoint Presentation – Section 1 : Foundation Documents

**Sequence:**

- Students conduct research or listen to lecture on the English tradition of limited government.
- Students use what they have learned to complete Student Worksheet 1) Foundation Document Analysis – focusing especially on the elements that are seen in American democracy today.
- Powerpoint Presentation can be used to discuss learning and complete worksheet as a class activity.

**Worksheet 2 - Reading Your Rights****Materials:**

- Student Worksheet - 2) Reading Your Rights
- Web Access for research:
  - Reading Your Rights
    - <http://teachingamericanhistory.org/bor/part-i/>
- Trading Your Rights PowerPoint Presentation –Section 2: The Bill of Rights

**Sequence**

- Using the Reading Your Rights Powerpoint (and its contained information) , guide students through a discussion of each of the rights afforded to American citizens under the Bill of Rights.
- The discussion should focus on what these rights mean for the students today, as 21<sup>st</sup> century students, compared to what the rights meant for our country's founders. Be prepared to spend 1-2 days discussing and completing worksheet 2.