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# Bill of rights lesson plan

Amendment	Text
1st	Freedom of religion, speech, press, assembly, and petition
2nd	Right to keep and bear arms
3rd	Protection against quartering of soldiers in private homes
4th	Protection against unreasonable searches and seizures
5th	Right to life, liberty, and property; right to a fair trial
6th	Right to a speedy and public trial by an impartial jury
7th	Right to a trial by jury in civil cases
8th	Protection against excessive bail, fines, and punishments
9th	Retention of rights not specifically listed in the Constitution
10th	Reservation of powers to the states or the people



Bill of Rights Provision	Question
1. Freedom of religion, speech, press, assembly, and petition	1. How do you think this was a challenge to the government?
2. Right to keep and bear arms	2. Why do you think this was a challenge to the government?
3. Protection against quartering of soldiers in private homes	3. Why do you think this was a challenge to the government?
4. Protection against unreasonable searches and seizures	4. How do you think this was a challenge to the government?
5. Right to life, liberty, and property; right to a fair trial	5. How do you think this was a challenge to the government?
6. Right to a speedy and public trial by an impartial jury	6. How do you think this was a challenge to the government?
7. Right to a trial by jury in civil cases	7. How do you think this was a challenge to the government?
8. Protection against excessive bail, fines, and punishments	8. How do you think this was a challenge to the government?
9. Retention of rights not specifically listed in the Constitution	9. How do you think this was a challenge to the government?
10. Reservation of powers to the states or the people	10. How do you think this was a challenge to the government?



**Second Amendment:** The right to keep and bear arms.

**Third Amendment:** Soldiers cannot be housed in private homes without the consent of the owner. (What do you think this was a reaction to?)

**Fourth Amendment:** The right to be free from "unreasonable search and seizure".

**Fifth Amendment:** Provides restrictions on government power and due process of law, including the requirement of a grand jury indictment, double jeopardy restriction, protection against self-incrimination, and the right to a fair trial.

**Sixth Amendment:** Guarantees the right to a speedy, public trial in the district where the crime has been committed, as well as other protections for the accused.

**Eighth Amendment:** Guarantees trial by jury.

**Ninth Amendment:** Prohibits excessive bail or fines and "cruel and unusual punishments".

**Tenth Amendment:** States that all powers not specifically delegated to the federal government or denied to the states in the Constitution are reserved to the states or the people.

**Eleventh Amendment:** Limits the Supreme Court's jurisdiction over states.

**Twelfth Amendment:** Changes the electoral college process.

**Thirteenth Amendment:** Abolishes slavery and involuntary servitude.

**Fourteenth Amendment:** Guarantees equal protection under the law and due process.

**Fifteenth Amendment:** Prohibits racial discrimination in voting.

**Sixteenth Amendment:** Allows for a federal income tax.

**Seventeenth Amendment:** Provides for the direct election of senators.

**Eighteenth Amendment:** Prohibits the sale of alcohol.

**Nineteenth Amendment:** Grants women the right to vote.

**Twentieth Amendment:** Changes the start of the presidential term.

**Twenty-first Amendment:** Repeals the Eighteenth Amendment.

**Twenty-second Amendment:** Limits presidents to two terms.

**Twenty-third Amendment:** Grants D.C. electors in the electoral college.

**Twenty-fourth Amendment:** Prohibits poll taxes.

**Twenty-fifth Amendment:** Provides for presidential succession.

**Twenty-sixth Amendment:** Lowers the voting age to 18.

**Twenty-seventh Amendment:** Prohibits congressional pay raises during the term.

**Twenty-eighth Amendment:** Prohibits states from taxing federal property.

**Twenty-ninth Amendment:** Prohibits states from interfering with federal rights.

**Thirtieth Amendment:** Limits the number of electors to 80.

**Thirty-first Amendment:** Grants D.C. statehood.

**Thirty-second Amendment:** Prohibits states from appointing federal judges.

**Thirty-third Amendment:** Prohibits states from appointing federal judges.

**Thirty-fourth Amendment:** Prohibits states from appointing federal judges.

**Thirty-fifth Amendment:** Prohibits states from appointing federal judges.

**Thirty-sixth Amendment:** Prohibits states from appointing federal judges.

**Thirty-seventh Amendment:** Prohibits states from appointing federal judges.

**Thirty-eighth Amendment:** Prohibits states from appointing federal judges.

**Thirty-ninth Amendment:** Prohibits states from appointing federal judges.

**Fortieth Amendment:** Prohibits states from appointing federal judges.

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Direct the class to draw on the information they listed on Worksheet 1 to create a rights card for the class. The activities they can be done sequentially or each can be done separately. Worksheet 4 should be affixed or projected onto a light board so that all groups can report their results and share them with the class. Using the Worksheet, students will analyze the assigned amendment(s) and translate them into an 8-12 word "tweet." The amendments should be studied as they were approved by the House. James Madison worked to gain support for the Constitution by creating a list of proposed amendments from various anti-federalist and federalist sources. Explore the history of the Bill of Rights from convention to ratification: (90 minutes) Divide the class into small groups and distribute copies of Senate revisions to House-passed amendments to the U.S. Constitution (Senate Mark-up). Congress Creates the Bill of Rights" an eBook, a mobile tablet application and online resources for teachers and students to explore how the first Congress proposed amendments to the Constitution in 1789. Teams alternate with speakers. Deepen how they structure government, address individual rights, outline the amendment process, and more. Organize the class into two teams and have each team spend 45 minutes organizing their arguments and rehearsals before the debate. Are these sets of protections distinct from each other or to some extent shared? What limits are placed on the authority students? Apply the Bill of Rights to today's world (45 minutes) The Constitution was amended twenty-seven times, including the Bill of Rights. The format of the debate: Each debate shall have five participants for each Of the matter. Are you looking for a fun and easy way to help students learn or review their individual rights? Drawing from the Senate mark-up, assigned to every small group studying one or two of the 17 amendments amendments from the house and marked by the Senate. What limits are placed on the authority teachers? Debate topic: the bill of rights should be updated to match american life of the 21st century. Look at the constitution from the perspective of its fundamental principles. Students will dig into the preambles and introductory text of the Declaration of Independence, articles of Confederation and the Constitution of the United States. This lesson provides an overview of the article-by-article structure and function of the U.S. constitution Capacity to modify the Constitution" essential to adapt to a company changeable. If you have trouble viewing these pictures, please contact legislative.Archives@nara.gov 5. Super-majority? For this step, distribute HANDOUT 1, HANDOUT 2, HANDOUT 3 and proposed amendments to the U.S. Constitution passed by the Senate. Materials: 2 Facsimiles document 4 worksheets 3 handouts recommended grade levels: Degrees 7 À 6 American history; U.S. Government; Civic topics included in this lesson: the bill of rights, James Madison, the constitutional amendments, the federalists, the anti-federalist times required: time to complete each task "learning process" presented in parentheses at each step. The Presenter Groups to the class their answers to questions on worksheet 3 and their findings marked on worksheet 4. hold a vote on each amendment to see which, if any, can get 2/3 of the votes of all members of the class. This facsimile shows the bill of rights in the middle of its creation during the legislative process. The sources will illustrate the effort we have made to achieve "a more perfect union" through a close reading of our founding documents. A unanimous vote? 3. What proposed amendments have been combined on a number of points trial? Lead each small group to study the historical context of their proposed amendment. Important topics to consider include: as specific safeguards for individuals ilga onacilppa is individui ilig rep ehcificpeps inoizetorp ilauQ .otaneS lad etatroppa ehcificidom el onartsom onam a ittircs inges i e aremaC allad itavorppa itats onem emoc -Asoc itnemadneme ilg artsom otapmats otset II ?ecilpmes aznaroioggM .sthgIR fo liiB allied inoisrev ertla ellen ehcna etneserp are teewt orol len atcafifinedi elapicnirp aedi'l es eranimreted rep itnemucod orttaug itseuq Arenimase oppurg ingO ?1:l essalc anu iaH.arehli Àteicos anu rep ilatnemadnof onos ilanoizutitsooc ipicnirp i emoc iprocs ertnem assets enoizutitsoC al e irotadnoF ted inoizetni el aredisnoC .elanizoan onrevog ovon len titsevni iretop us eruup elled enuacit eramic essetop ititrid ius egrrel anu id atnuigge'l emoc eredeve a ÀAicimnoc nosidaM. enoizutitsoC al erandeme rep enoizalsigeli allied erowaf e eralrap e erewics id avitazimil' eserp. 39871 len ossegrnoC omir? 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Three speakers on each team give supporting arguments - one argument per speaker. Guiding questions: what rights do students have in the classroom? Meet your Constitution Day education requirement with this free and engaging lesson plan. Analyzing the Bill of Rights (30 minutes) Ask students to draw on their work in Activity 1 as they analyze the list of amendments ratified by the states in 1791. PRO Position: the entitlement account should be updated. How will the class determine what to include in this bill of rights? Learning activities: 1. Divide students into small groups and assign each group to carefully read the text of Dispenser 3. This debate challenges students to consider the call to update the bill of rights by speaking for and against the idea. By August 1789, the House of Representatives passed a list of proposed amendments derived àáfrom Madison's list. Each group can compose an amendment (or several amendments) to the Constitution and share with the class why they think each change is necessary. Initiate a discussion in which the class compares or contrasts their class bill of rights with the amendments ratified by the states. (For example, school rules and classroom policies limit a student's authority to decide certain issues, while contracts and school policies limit certain actions by teachers.) Ask students to summarize the discussion by completing Worksheet 1. What limitations on authority should be included? 4. Download refinable PDF versions of the materials in this lesson below! How does the Washington State Constitution compare and contrast with the U.S. Constitution This will help students understand today. Download the refinable PDF versions of the materials of this lesson below! Discover how the American idea of government evolved from a revolutionary response to the monarchy to a unified nation. Provide a copy of worksheet 3 to each group for each amendment, the Group "À À À" A loudspeaker on each team offers the opening giving an overview of the team's location. Each speaks for no more than two minutes. On Constitution day" on September 17, the day in 1787 when our U.S. government was born. This interactive lesson offers students a quick snapshot of the Constitution, including the purpose of each article, the powers of the three branches, how a law becomes a law and the concepts of separation of powers and controls and balances. How and why was the first congress creating the bill of rights? They will do so by compiling a list of their rights as students, analyzing the bill of rights and studying documents of primary origin to trace the origin and development of the first ten amendments. When all groups have submitted, hold a class discussion using the following questions: what changes were proposed by the anti-federalist report to the bill of rights ratified by the United States? Madison realized that for the new government to succeed he needed the overwhelming loyalty of the people rather than the narrow majority support won in many of the state's ratification conventions. Vocabulary. Federalists Anti-Federalists Ratify Complaints Documents Acquired Devest Legal Process Documents: Senate revisions to the House's amendments to the U.S. Constitution, September 9, 1789; U.S. Senate Record; Naid's 3535588 proposed amendments to the U.S. Constitution as approved by the Senate, from 14 September 1789; U.S. Senate Record; Naid 2173242 Historical overview: The struggle for the ratification of the 1787 and 1793 Constitution made a profound impression on James Madison, who witnessed firsthand the contentious battles in Virginia and New York. Students will analyze several other versions of the bill of rights that have come and after the Senate mark to determine when the main idea of their assigned amendment was introduced. Students will consider the Bill of Rights could be updated to reflect 21st century circumstances. Due in large part to his leadership, Congress passed the Bill of Rights in 1789, and the states ratified it by 1791. (45 Minutes) Initiate a class discussion of rights in which students consider two dimensions of rights: specific protection of individuals and general limits on authority. What proposed changes originated with James Madison? Which of them were not in the final Bill of Rights? One speaker from each team makes the closing argument. What grade does the teacher or administration have? This story reminds us of the importance of civic discourse in the life of the nation. Learning how to argue for ideas convincingly and respectfully was a vital lesson for early American legislators, as it is for today's students. Download fillable PDF versions of the materials from this lesson below! Students will explore the protections and limitations on authority contained in the Bill of Rights and the process by which the First Congress created it. Students will also mark the final box on the chart with an R or L to indicate whether that amendment primarily addresses government rights or limitations. Students learn about the duties and powers of the three branches, the amendment process, and the role of the Constitution as the supreme law of the land.Got a 1:1 class? À Download the fillable PDF versions of this lesson material below! À Created by a team of veteran AP Gov. With Position: The Bill of Rights should be preserved as is. Analyze specific examples of change including amendments, Supreme Court decisions, and legislation.Do you have a 1:1 class? Extension of class (45 minutes for preparation and 45 minutes for implementation) Debate on changes to the Bill of Rights: The Bill Rights was created by the debate process in the First Congress and ratified by debate in the legislatures of the states. That Have the ideas have also been proposed by Madison but not present in the final invoice of rights? This mini-lesson emphasizes the amendments of the Constitution and the new works of art of one of our most affectionate games, I have the right? I have a class 1: 1? How could the rights account be updated for today? Start studying today exploring the first three sections free! Learn to control all three branches of the US government! Find out how the Constitution is changed over time and what methods have created these changes. However, the founders have understood that the reviews of the founding card should not be undertaken lightly, and have designed the change process to request a very high level of agreement for the amendments to ratify 2/3 of both houses of the Congress and 3/4 of state legislatures). What limits to the authority share? Students mark their search on the worksheet 3 putting an X in the appropriate box in the chart. The groups should respond To the questions about the worksheet 3 to prepare for the class discussion. Compare and contrast the US and Ohio Constitutions in this practical lesson using the extracts from ENT Rambli documents. Discussion applications should include: What specific protections for individuals apply to students? Publish all the amendments on the wall and allow students to speak for or against amendments as if they were members of the congress. Don't look beyond the answer! Guide your class through some similarities and basic differences as well as text analysis flanked with the integrated reading / activity format of this lesson. What rights are protected from the rights account and what powers are limited? limited?

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