

Lesson Plan: Bill of Rights – Lesson 2 “Foundations of American Citizens’ Rights

Lesson Overview

Topic	Lesson Information
Lesson Title:	Bill of Rights – Lesson 2 – Foundations of American Citizens’ Rights
Lesson Author:	Jonathan Edwards / Caryl Unseld
Date Created:	03/2022
Lesson Timeframe:	2 hours
Content Area(s):	English / Language Arts; Social Studies
General Topics/Skills Covered:	English / Language Arts <ul style="list-style-type: none"> • Language <ul style="list-style-type: none"> ○ Determining meanings of unknown words • Speaking and Listening <ul style="list-style-type: none"> ○ Presenting information Social Studies <ul style="list-style-type: none"> • Civics / Government / American History • Rights and Responsibilities of Citizens
NRS Level(s):	4
Prerequisite Skills:	Click or tap here to enter text.

PA Foundation Skills

Standards / Skills	Standards and Skills Addressed in the Lesson
<u>College and Career Readiness Standards (CCRS):</u>	Language Anchor 4, Level D: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. Speaking and Listening Anchor 4, Level D: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>English Language Proficiency Standards (ELPS) (if applicable):</u>	N/A

Standards / Skills	Standards and Skills Addressed in the Lesson
<u>Standards for Mathematical Practice (if applicable):</u>	N/A
<u>Transferable Skills:</u>	Using Information: 4.1 Locates information. 4.4 Communicates information securely and effectively to others.
<u>Digital Literacy Skills:</u>	Basic Computer and Mobile: 1.3 Adapts to new software. Information Literacy: 4.1 Compares online search results with objectives. 4.4 Demonstrates expanded topic knowledge.

Objectives, Materials, Vocabulary, and Culturally Responsive Teaching

Topic	Your Objectives, Materials, Vocabulary, and Culturally Responsive Teaching	Tips/Questions to Consider
<p>Lesson Objective(s):</p>	<p>The students will be able to translate two Amendments in the Bill of Rights into modern English and explain them to the class.</p>	<ul style="list-style-type: none"> • Check it with SMART. (Is it Specific, Measurable, Achievable, Relevant, and Timely?)
<p>Texts, Materials, Resources:</p>	<p>Bill of Rights https://billofrightsinstitute.org/primary-sources/bill-of-rights</p> <p>Google Doc with Amendment table https://docs.google.com/document/d/1S0hRFdi7jbl2lYisia-u632KW2BYtLTs3KwuyscrX_8/copy</p> <p>Google Jamboard with images https://jamboard.google.com/d/1vAtk86b0wWSSc5-n2m7l_lIthMbtOAYO4nz29DTTDol/copy</p> <p>Websites:</p> <ul style="list-style-type: none"> • Thesaurus.com • www.merriam-webster.com 	<ul style="list-style-type: none"> • Are the recommended texts at the appropriate complexity levels, relevant to adult learners, culturally responsive, and useful for building knowledge and achieving the objectives?

Topic	Your Objectives, Materials, Vocabulary, and Culturally Responsive Teaching	Tips/Questions to Consider
Lesson Vocabulary:	<ul style="list-style-type: none"> • Amend (amendment) – “To change or modify something for the better.” • Constitution – “A written explanation of the laws of a nation or state.” • Archaic – “Old-fashioned.” • Enumerate – “To list or number.” • Interpret – “To explain the meaning of something.” 	<ul style="list-style-type: none"> • Include 5 -10 vocabulary terms. • Include instructional strategies below for teaching the vocabulary.
Target Grammar/Language Forms (for ESL, if applicable):	<p>N/A</p>	<ul style="list-style-type: none"> • Include new grammar, or language forms, that is relevant to the context of the lesson. • Include new or unfamiliar grammar or language forms found in the text used for the lesson.
Culturally Responsive Teaching Notes:	<p>The lesson focuses on individual rights in the U.S. Learners will have the opportunity throughout the line of inquiry to explore their rights, the basis of their rights, and possible infringements of their rights.</p>	<ul style="list-style-type: none"> • Is it evident that students will connect content to their own lives and to what they already know? • Do the student resources regularly include authors, images, and ideas from a range of racial, cultural, linguistic, gender, and (dis)ability representations and backgrounds, especially those of our students? • Do cultural representations and varied perspectives seem to be fair and accurate? Are stereotypes avoided?

Instructional Activities

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<p>Lesson Introduction:</p>	<p>Introduction (20 minutes)</p> <ol style="list-style-type: none"> 1. The learners should begin by sharing examples they found since the last lesson of citizens’ rights and responsibilities from their experiences, what they’ve read, or seen online or on television. 2. The instructor should then explain that they will be continuing discussing this topic by examining the original document that lists American citizens’ rights, the Bill of Rights. The instructor should provide a brief explanation that the Bill of Rights is part of the U.S. Constitution, the document that explains how the U.S. government is set up, and that the Bill of Rights were the first 10 amendments, or additions, to the document which list the rights of citizens. The Bill of Rights was added in 1791 and the interpretation of these rights has been a topic of debate and court cases ever since. This is because of changes in the way people live, including the technology they use. The language of the Bill of Rights is an old-fashioned style, which we will focus today on translating in to modern English. Being able to do that will be your goal today, along with presenting your translated rights to the class, focusing on speaking well and providing important details. At the end of the lesson, we will check to see what progress you’ve made toward these goals. 3. The instructor should then take a few minutes to introduce the vocabulary terms for the lesson. The instructor should present them on a PowerPoint slide, or other mode of displaying them, and explain the definitions. The learners 	<ul style="list-style-type: none"> • Explain how the lesson objectives will be shared with learners. • Make connections to learners’ goals and prior and future lessons.

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	<p>should then answer the following questions out loud with a Yes or No, and then explaining why:</p> <ol style="list-style-type: none"> a. Should it be easy to <u>amend</u> the <u>Constitution</u>? Why? b. Do you have difficulty <u>interpreting</u> <u>archaic</u> words? Why? c. Is it important for the government to <u>enumerate</u> citizens’ rights? Why? 	
<p>Lesson Body:</p> <ul style="list-style-type: none"> • Direct Instruction • Guided Practice • Independent Practice 	<p>Direct Instruction (20 minutes)</p> <ol style="list-style-type: none"> 1. The instructor should introduce the text for the lesson, “Bill of Rights” and explain how it is organized into 10 Amendments, each of which we will read closely to determine what it means and translate it into modern English. <ol style="list-style-type: none"> a. The text can be printed or shared with the learners online. 2. The instructor will then explain that they will begin by looking at Amendment IX. (A brief explanation of Roman Numerals may be necessary.) The instructor will read the amendment out loud and then go back and read it again, stopping each time there is a word which is archaic or difficult to understand (underlined words): <ol style="list-style-type: none"> a. “The <u>enumeration</u> in the Constitution, of certain rights, shall not be <u>construed</u> to deny or <u>disparage</u> others <u>retained</u> by the people.” 3. The instructor will then discuss strategies for trying to determine the meaning of this text with so many difficult words. These could include: using context clues to determine meanings, using a dictionary, or searching for meanings of the words online. 	<ul style="list-style-type: none"> • Provide enough detail that another instructor could teach this lesson based on the information in this lesson plan. • Include how the students will be grouped, approximate timeframes for each activity, and how technology will be integrated. • Describe how and where in the lesson sequence, the instructor will model the target skills and/or tasks for the learners.

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	<p>4. The instructor should then model a couple of these strategies to determine the meaning of the Amendment.</p> <ul style="list-style-type: none"> a. For example, to model using context clues, focus on the phrase, “The <u>enumeration</u> in the Constitution, of certain rights ...” The instructor could say, “I know people’s rights are included in the Constitution, so maybe <u>enumeration</u> means something about including them or listing them.” b. The instructor should also model how to use tools to find out meanings of words. For example, for the same phrase as above, the instructor can model different ways of looking up the meaning of “enumeration,” using a dictionary and thesaurus (both online and physical books), and also translation tools for English Language Learners. The instructor can also look up other terms from the ninth Amendment, including “construed” and “disparage.” c. After looking up the difficult terms, the instructor should model how to rewrite the Amendment in modern language. An example of this is: “In the Constitution there is a list of rights, but this doesn’t mean that people don’t have any rights beyond those listed.” This should be added to the class Google Doc Activity. d. The instructor will then go through the process with one more Amendment, such as the tenth Amendment. A modern version of Amendment X could be: “Any power not given to the U.S. 	

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	<p>government by the Constitution, is left to the individual states or to the people.” This should also be added to the class Google Doc Activity.</p> <p>Guided Practice (30 minutes – 20 min. in groups; 10 min. sharing)</p> <ol style="list-style-type: none"> 1. The learners will then work in small groups to work on translating Amendments using the strategies the instructor modelled. Each group will be assigned one or two Amendments to work together to translate, but not Amendments I or II, as these will be used later for independent practice. (Also, Amendment V may be difficult due to its length.) The Amendments should have difficult words underlined (see Google Doc) and the learners should be told that the underlined words are ones that they should be sure to look up if they do not know the meanings of them. <ol style="list-style-type: none"> a. If they are working remotely, the groups should be in breakout rooms and use a Google Doc to collaborate on their translation. If in person, they can write on paper and add their response to the Google Doc when finished. b. While in groups the instructor should split their time between the groups to offer support. 2. After the learners have completed their translations, they should add them to a class Google Doc. They should then come together as a whole group and a representative from each group should share their translations. The instructor should ask the other students to comment on their peers’ 	

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	<p>translation before offering the instructor’s thoughts. After the peers have an opportunity to comment, the teacher can also add information and examples.</p> <p>Independent Practice (30 minutes)</p> <ol style="list-style-type: none"> 1. The learners will then work independently to translate Amendments I and II. <ol style="list-style-type: none"> a. The instructor should be available to answer questions or provide support as needed, but learners should be given space and time to complete this task independently. 2. After learners have completed their translations, each learner will present their translations verbally and explain why they translated it the way they did. The instructor should remind them ahead of time to speak clearly, use an appropriate volume and pace, and use details to explain their reasoning. <ol style="list-style-type: none"> a. While the learners are presenting, the instructor should make notes of feedback for each learner, which can be share immediately or afterward. 	
<p>Differentiation:</p>	<ul style="list-style-type: none"> • Instructor models activities. • Language tools (online and physical dictionaries and thesauri; online translators) • Vocabulary instruction prior to encountering text • Use of photos to match with Amendments 	<ul style="list-style-type: none"> • How can you and/or other teachers adapt this lesson to support learners with varying levels or needs (e.g., texts at different levels, broad topics, or compelling tasks that allow teacher/student flexibility)? • What kinds of choices are students able to make within the lesson plan (e.g., text selection, project topics, or products)?

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<p>Digital Literacy Integration:</p>	<p>Learners will use Google Docs to share translations of Amendments, which will be modeled by the instructor. Learners will also have to option of utilizing online dictionaries and thesauri.</p>	<ul style="list-style-type: none"> • Are sufficient instructions given to students around the use of digital tools, and is sufficient time provided to practice using the tools? • Do students use digital tools to create and present products (e.g., papers, presentations, graphics)? • Are students provided with an opportunity to select and use appropriate technology to solve problems in class?

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<p>Lesson Conclusion:</p>	<ol style="list-style-type: none"> 1. As a final activity, the learners will be shown images representative of each Amendment and will match the Amendment with the image. This can be done on a Google Jamboard by having the learners drag sticky notes to the image, or in-person by printing the images, and having learners put post-it notes on them. 2. The instructor should ask learners about how they felt they did with the lesson’s goals: translating Amendments from the Bill of Rights into modern English and presenting them to the class. <ol style="list-style-type: none"> a. Learners can share their feeling verbally, with a poll in Zoom, or using green, yellow, and red cards on their desks (green is good, yellow is unsure, red is not good). b. For learners who are not feeling comfortable with the skill of determining the meanings of the amendments, additional practice opportunities could be provided, by asking them to work on one or two more Amendments for homework. 3. The instructor should explain that in the next lesson we will be discussing examples of citizens’ rights being violated. 4. Learners should be asked to think of real-world examples of citizens’ rights being violated. They can share these at the beginning of the next lesson. 	<ul style="list-style-type: none"> • Review lesson objectives. • Provide an opportunity for student reflection. • Connect to prior and future learning.

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Assessment:	<ul style="list-style-type: none"> • Formative: <ul style="list-style-type: none"> ○ Group translations of Amendments. • Summative: <ul style="list-style-type: none"> ○ Independent translations of Amendments. ○ Presentation of translated Amendments. ○ Image matching activity. 	<ul style="list-style-type: none"> • Describe the ongoing formative assessments that will be used to check learners’ progress toward the lesson objectives. • Describe the cumulative assessments that will measure the extent to which learners met the lesson objectives.
Lesson Extension, Homework:	<ul style="list-style-type: none"> • Think of real-world examples of citizens’ rights being violated. Be prepared to share at least one example at the beginning of the next lesson. 	<ul style="list-style-type: none"> • Include opportunities for learners to practice skills outside of class time.
Lesson Extension, Additional Enrichment/Practice Opportunities:	<ul style="list-style-type: none"> • For additional practice, learners can work on translating additional Amendments. 	<ul style="list-style-type: none"> • Include opportunities for learners to extend their learning through additional resources (print and online), readings, and practice of skills.

Instructor Reflection Before the Lesson

Instructor Reflection Questions (to be completed before teaching the lesson):

- Are the relevant CCRS Key Shifts addressed in the lesson (ELA – Text Complexity, Evidence, Knowledge; Math – Focus, Coherence, Rigor)?
- Are there opportunities to position students as experts on topics?
- What implicit bias might be reflected in the lesson or instructional design of the lesson?
- Were sufficient instructions on the use of digital tools provided, and do students have an opportunity to practice?
- Were students provided with the opportunity to make choices regarding the lesson topic, project, etc.?

Instructor Reflection After the Lesson

Instructor Reflection Questions (to be completed after teaching the lesson):

- What went well in the lesson?
- What did not go well in the lesson?
- Did the learners meet the lesson objectives? How do you know? If not, why?
- What changes should be made for next time the lesson is taught?