

BILL OF RIGHTS



LESSON SUMMARY

BENCHMARK
SS.5.CG.1.4 Describe the history, meaning and significance of the Bill of Rights
BENCHMARK CLARIFICATIONS
<ul style="list-style-type: none">Students will describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.
CORRELATED FLORIDA STANDARDS
<ul style="list-style-type: none">ELA.5.F.1.4: <i>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</i>ELA.5.R.3.2: <i>Summarize a text to enhance comprehension.</i>ELA.5.C.2.1: <i>Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing</i>ELA.5.V.1.1: <i>Use grade-level academic vocabulary appropriately in speaking and writing.</i>ELA.5.V.1.3: <i>Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.</i>SS.5.A.5.3: <i>Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.</i>SS.5.A.5.10: <i>Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy.</i>
ESSENTIAL QUESTION
What is the history and importance of the Bill of Rights?
VOCABULARY
Bill of Rights, Federalists, Anti-Federalists, amendment, rights
MATERIALS
<ul style="list-style-type: none">Bill of Rights graphic organizerBill of Rights placardsBill of Rights slide

ACTIVITY SEQUENCE

INTRODUCTION/HOOK

1. Begin class by asking students what an unwritten rule is. Can they name some?

Teacher Note: *These are rules that aren't expressly written but are generally followed by all students. i.e., Not jumping on tables, not starting food fights, not gluing someone's math book. Sometimes these are encompassed within broader rules such as respecting others, being responsible, etc.*

2. Ask the students: What are some pros/cons of not writing out every single rule?
3. Explain to the students that at the end of the Constitutional Convention, the final conversation covered a very similar topic. The Federalists and Anti-Federalists were also debating the pros and cons of writing out every single right that is protected by the Constitution.

ACTIVITY

Teacher Note: *This activity will require the teacher to print and place the "Bill of Rights" placards around the room before beginning.*

4. Pass out the "Bill of Rights" graphic organizer. Explain that today, the class is going to explore the history and importance of the Bill of Rights, along with different views individuals had about adding it to the U.S. Constitution.
5. Allow students to walk around the room to each "Bill of Rights" placard. At each placard, they should read the passage, look at the image, and record one key takeaway from the sheet.

Teacher Note: *This gallery walk may be done in a more freestyle fashion, or you may want it more structured by assigning students to starting placards, keeping a timer, and instructing all students to rotate in a particular direction.*

CLOSURE/FORMATIVE ASSESSMENT

6. Have students share with their partners or group members the key takeaways they selected for each placard.
7. Display the "Bill of Rights" slide to the class.
8. Go over the first ten amendments made to the U.S. Constitution and have a conversation about the rights protected.

Teacher Note: *Draw attention to amendment 9 which was important to the Federalists as it made sure that the Bill of Rights was not seen as a list of the only rights protected by the Constitution. The 9th amendment affirms the existence of more 'unwritten rules/rights'.*

ADDITIONAL RESOURCES

[FJCC/LFI Website](#)

ANSWER KEYS

"Bill of Rights" graphic organizer sample answers
SOURCES
n/a