

## ***Linking Our Rights Lesson***

This lesson is to build relevance and engagement by having students choose topics that they feel affect them. Making students realize that the Constitution does affect them and having them come to the conclusion that they have to be an informed citizen and being careful of the sources they use to do the research or information from. This is a review lesson connecting pieces of history together. It could be used when teaching Government or at the end of the year before the STAAR test. Compare and Link the Rights of today.

<b>Topic/Unit:</b>	<b>Rights</b>
<b>Materials</b>	Student pictures, Pens, Founding Documents as resources, Graphic Organizer Final Project Supplies will depend on the student choice.
<b>I Can (Essential Question):</b>	I can link where the rights that I have today came from within our government and history.
<b>Scaffolded Scripted Questions (Levels):</b>	<ul style="list-style-type: none"><li>• What rights do you have today that you feel are the most important?</li><li>• What documents do these rights come from?</li><li>• Why is the Constitution so important?</li><li>• Can you trace your right back before the Constitution?</li></ul>
<b>Lesson:</b>	<p><b>Lesson: Classroom Setting</b> <u>Warm Up or Bell Ringer:</u> Give students a picture of an event today that has a link back to history. Tell students they need to be able to name the right that appears when class starts.</p> <ol style="list-style-type: none"><li>1. Have students discuss with a partner how this relates to a historical event that mimics this current event. (2 Students)</li><li>2. Have students write on the board what their current event, right is, and what historical event or document it connects. You could also use a class set of wipe off boards and have the pairs show them to the class. Depending on the size of the picture, you could just have the students stand and explain. (You as the teacher are doing this to check for understanding of the class.)</li><li>3. After students have shared group students in groups of four. Two pairs from the beginning of class. Have them discuss as a team which right from the cards they received at the beginning of class is most important. On their graphic organizer, they need to write down the current event right in the order of importance. In the right column, they need to write the historical event. (While students are discussing the teacher should be circulating around listening to each group and if the student discussion goes astray refocusing it.)</li><li>4. As a group, the students need to tie the right to a document. Either students can research the right or the teacher can provide a selection or documents that they can read from to find the answers. The students could use their phone as a resource to find the documents that justify their choices.</li><li>5. Students will fill in their graphic organizer with the current event, the right and founding document. Students will stack their papers together on one desk when done. For each group the person with the best handwriting should have their paper on top.</li><li>6. When all students are done, the class will do a gallery walk looking at their peer's work. While walking they will have a set of three sticky notes. Students can write positive notes about the work they are seeing or they can write on their sticky note what needs to be added to the graphic organizer.</li></ol>

7. After the gallery walk students are given the opportunity to use their phones to take any pictures of great exemplars or to remember what the sticky notes say for their graphic organizer.
8. As a whole class use two or three of the special cards with current event rights and put them on the board. Ask students to make the connections. This time they need the original document, an event, the Declaration of Independence and the Constitution. You want to use these specific cards so that the right can tie all the way back to a founding document. Allow students to take a picture.

**FINAL PROJECT-** Have students choose a current event and connect it back to the founding of that right through the Constitution. They will choose one of the following products to show their knowledge:

- Elevator Speech on one or more rights
- 3DTimeline showing at least 3 events through history
- Envelope Game with the Current Event Rights title on the outside and all the pieces that led to it stored inside so that they can create a timeline. Three or more Current Event Rights.

**Individual Extensions:**

Challenge students to play the many games through Law Related Education or iCivics. Students could use their phones in class to play the games as a warm up or an exit ticket.

Law Related Education	iCivics
Check Point Powers	Branches of Power
Separation of Powers	Cast Your Vote
Bill of Rights Matching	Do I have a Right?
The Constitution Board Game	Win the Whitehouse

**Lesson Expansion:**

Students can work in small groups and write a script of a timeline of a right and then act it out in front of the class or film themselves and turn in the video.

*Rigor/Relevance/  
Student Engagement:*

- This lesson is Well Developed
- **Rigor-**Students will use the information acquired to create a project and then have a discussion in class about the topic
  - **Relevance-**Students will be using both primary and secondary sources.
  - **Student Engagement-** Students are taking ownership of the information and the creating of a project of their choice.
  - **Writing, Inquiry, Collaboration, Organization, Reading**

*Student - Centered  
Instructional Strategies  
(WICOR-M): AVID*

*(Writing, Inquiry, Collaboration,  
Organization, Reading, Math)*

❖ **Computer Based Lesson Adaptation**

There is more prep that has to be done digitally before the students experience the lesson.

### Warm Up or Bell Ringer:

Assign each student a number that corresponds to a current event picture on the screen that has a link back to history. The screen will have either a set of nine pictures or a scroll of individual pictures. Tell students they need to be able to name the right that appears when class starts.

1. Assign students a small group breakout room that they can discuss with a partner how this relates to a historical event that mimics this current event. (2 Students) [Directions on how to create breakout rooms on Zoom <https://www.youtube.com/watch?v=jbPpdyn16sY>]
2. Each group can have a corresponding slide in Google Slides where they can write what their current event, right is, and what historical event or document it connects. (You as the teacher are doing this to check for understanding of the class. After everyone is complete students can be called upon as the teacher goes through the Google Slide presentation.)
3. Send students to a breakout room with groups of four. Have them discuss as a team which right is most important. Remember, each student was originally given a picture so there are four rights that they are comparing. On their graphic organizer, they need to complete the current event right in the order of importance. In the right column, they need to write the historical event. (While students are discussing the teacher should be popping in the breakout rooms listening to each group and if the student discussion goes astray refocusing it.)
4. As a group, the students need to tie the right to a document. Either students can research the right or the teacher can provide a selection or documents that they can read from to find the answers. The students could use their phone as a resource to find the documents that justify their choices.
5. Students will fill in their graphic organizer with the current event, the right and founding document. ( The graphic organizers can be loaded as a Google Doc so that students can do the activity digitally) Each person in the group will complete their own graphic organizer. One person from the group needs to complete the slide in Google Slides.
6. When all students are done, they will do a virtual gallery walk looking at their peer's work. Students will have access to the Google Slide presentation. Individually the students can view their peers work. Students can add positive notes about the work they are seeing or they can add in the comments what needs to be added to the graphic organizer.
7. The teacher will use two or three of the special cards with current event rights and hold them up so that the students can see the picture. Ask students to make the connections. This time they need the original document, an event, the Declaration of Independence and the Constitution. You want to use these specific cards so that the right can tie all the way back to a founding document.

**FINAL PROJECT-** Have students choose a current event and connect it back to the founding of that right through the Constitution. They will choose one of the following to show their knowledge:

- Elevator Speech on one or more rights. Students can record the speech and email it to the teacher.
- 3DTimeline showing at least 3 events through history. Students can physically make the 3D Timeline and then film or photograph it to send in.

- Envelope Game with the Current Event Rights title on the outside and all the pieces that led to it stored inside so that they can create a timeline. Three or more Current Event Rights. Students can use a computer platform where students can move ideas or pictures in a matching format, then share with the teacher.

**TEKS**

*(Readiness/Supporting):*

*Process TEKS:*

**8.15(A)** identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, and the Federalist Papers on the U.S. system of government

**8.15(C)** identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights

**8.15(D)** analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights

**8.19(B)** summarize rights guaranteed in the Bill of Rights

**8.19(C)** identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries

**8.21(B)** describe the importance of free speech and press in a constitutional republic

**8.29** Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology

**8.29(A)** differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about the United States

**8.29(B)** analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions

**8.29(D)** identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants 8.29(E) support a point of view on a social studies issue or event

**8.29(G)** create a visual representation of historical information such as thematic maps, graphs, and charts representing various aspects of the United States

**8.30** Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

**8.30(C)** create written, oral, and visual presentations of social studies information

**8.31** Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:

**8.31(A)** use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution

## Bell Ringer Cards

Classroom Setting- Give students a picture of an event today that has a link back to history. Tell students they need to be able to name the right that appears when class starts. (Suggested pictures. You can add your pictures)

Computer Based Lesson- Use the same pictures but you will have to convert them to Google Slides.



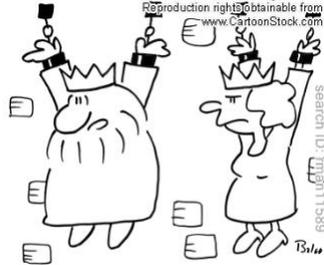
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"Hey! - Don't go adding disclaimers!"

search ID: rman5590

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"I didn't know the Magna Carta had small print!"

search ID: tign11589

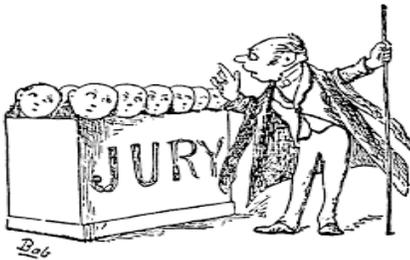


### Amendment 3



No quartering  
(lodging) soldiers  
in private houses

© 2004 Photo Disc, Paris, TX



Bob





### Legislative Branch



Matching

Magna Carta	Virginia House of Burgesses
Mayflower Compact	Fundamental Orders of Connecticut
English Bill of Rights	Declaration of Independence
Constitution	Bill of Rights
Amendments 11 to 33	

Name \_\_\_\_\_ Graphic Organizer

Current Event Right

Individually

Picture One:

Right \_\_\_\_\_

Event \_\_\_\_\_

Small Group

Rank the Rights in order of importance 1-4. One being the best and four being the worst. Identify the matching historical events and documents.

	Right	Historical Event	Founding Document
1.			
2.			
3.			
4.			

Brainstorm what you think you want to do as your culminating project. You cannot repeat any of the scenarios that have been used in class.

# Examples:

## Current Event

**For Venezuela, there may be no happily ever after**

<https://theconversation.com/for-venezuela-there-may-be-no-happily-ever-after-81544>

July 27, 2017 2:33am EDT Updated July 27, 2017 8:30am EDT

Last week, over seven million Venezuelans both at home and abroad voted against President Nicolas Maduro's proposed Constituent Assembly, which would have empowered his administration to rewrite the country's constitution.

But the logic of Venezuela's republican institutions broke down long ago. This informal, unsanctioned referendum had no constitutional basis, and the government paid it little mind, promising to push ahead with the controversial plan despite overwhelming popular discontent.

Now opposition leaders have called for a 48-hour strike to keep the pressure on.

Both the July 16 vote and the general strike are an attempt to make rules for the grassroots exercise of democracy – a sign that Venezuelans have not yet forgotten this system of governance, despite mounting incivility that has left more than a hundred dead in just over three months of daily protests.

The perverseness of life here is no longer limited to the everyday turmoil of scarce resources, medicine shortages or spiraling crime. In Venezuela, the social contract has officially been shredded.

Venezuelans have drifted from a nightmare into an unreal world, as though living in the magical realism of Jorge Luis Borges, where anything is possible and everything can be invented.

They thought they were voting for people that would represent them.

## Right

- **Republicanism** is based the belief that people exercise their power by voting for their political representatives.

## Addressed in Government

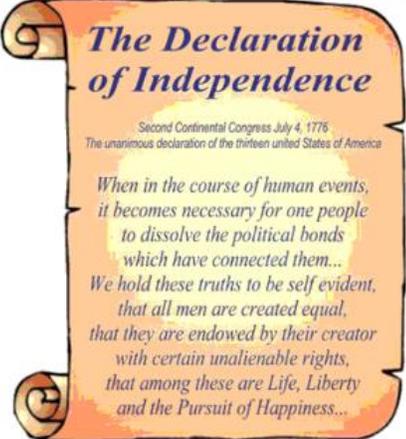
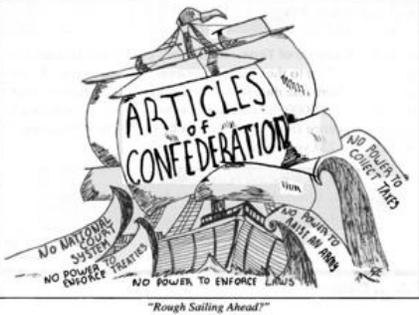
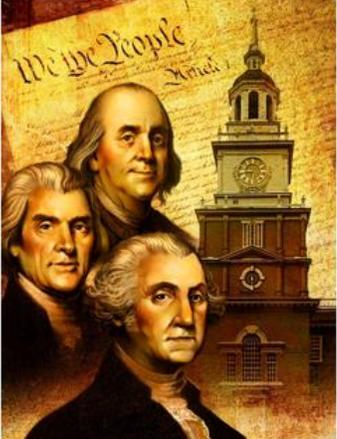
- Article 4, Section 4, of the Constitution also calls for every state to have a "republican form of government."
- A republic is a form of government in which the supreme power rests in the body of citizens entitled to vote and is exercised by representatives chosen directly or indirectly by them.
- In a republic, people elect others to represent them in the government.

## Founding Document

- Virginia House of Burgesses – 1619 – Jamestown, Virginia
- Jamestown colonists started the first elected representative assembly in America to make laws for the Virginia colony.
- ***Why it is important:*** Established the idea in America that people should have some say in the way they are governed. (self-governed/represented)

## Connecting the Declaration and the Constitution: The role of the list of grievances

Grievance Listed in the Declaration of Independence	How it is addressed in the Constitution	Where it is addressed in the Constitution
<p style="text-align: center;"><b>Taxation without Representation</b></p> <p>"For imposing taxes on us without our consent"</p>	All states have representation in Congress which sets taxes	Article 1
<p style="text-align: center;"><b>Absolute Power of the King (executive)</b></p> <p>"For abolishing the free system of English laws . . . so as to render it at once an example and fit instrument for introducing the same absolute rule into these colonies"</p>	<p>Congress has the power to override a presidential veto</p> <p>Impeachment</p> <p>Presidential Term Limits</p>	<p>Article 1 Section 7 Clause 3</p> <p>Article 2 Section 3 Clause 4—Impeachment Clause</p> <p>22nd Amendment</p>
<p style="text-align: center;"><b>Colonists not allowed to speak out/question the King</b></p> <p>"He has dissolved representative houses repeatedly, for opposing . . . his invasions on the rights of the people"</p>	Freedom of Speech, Press and Assembly are granted	Bill of Rights—1st Amendment
<p style="text-align: center;"><b>Quartering Act forced colonists to house troops</b></p> <p>"For quartering large bodies of armed troops among us"</p>	Quartering of troops in homes is prohibited without the consent of the owner	Bill of Rights—3rd Amendment
<p style="text-align: center;"><b>Colonists' homes could be searched without a warrant</b></p> <p>"He has combined with others to subject us to a jurisdiction foreign to our Constitution and unacknowledged by our laws, giving his assent to their acts of pretended legislation"</p>	Citizens are protected from search and seizure without a Warrant based upon probable cause and describing the place to be searched and items to be seized	Bill of Rights—4th Amendment
<p style="text-align: center;"><b>No trial by a jury of peers was assured</b></p> <p>For depriving us, in many cases, of the benefits of trial by jury;</p>	The right to a fair and speedy public trial by an impartial jury is protected	Bill of Rights—7th Amendment

 <p><b>The Declaration of Independence</b></p> <p>Second Continental Congress July 4, 1776 The unanimous declaration of the thirteen united States of America</p> <p>When in the course of human events, it becomes necessary for one people to dissolve the political bonds which have connected them... We hold these truths to be self evident, that all men are created equal, that they are endowed by their creator with certain unalienable rights, that among these are Life, Liberty and the Pursuit of Happiness...</p>	 <p>ARTICLES OF CONFEDERATION</p> <p>NO NATIONAL SYSTEM NO POWER TO ENFORCE TREATIES NO POWER TO ENFORCE LAWS NO POWER TO COLLECT TAXES NO POWER TO RAISE AN ARMY</p> <p>"Rough Sailing Ahead!"</p>	 <p>We the People</p>
<p><b>Declaration of Independence</b></p> <p><b>Grievances</b></p>	<p><b>Articles of Confederation</b></p>	<p><b>Constitution</b></p>
<p>Taxation without representation</p>	<p>Congress has no power to tax or regulate trade</p>	<p>All states have representation in Congress, which sets taxes</p>
<p>King has absolute power</p>	<p>No executive or judicial branch</p>	<p>Congress has the power to override Presidential veto</p>
<p>Colonists not allowed to speak out against the King</p>		<p>1<sup>st</sup> Amendment-freedom of Speech</p>
<p>Quartering Act forced colonists to house troops</p>		<p>3<sup>rd</sup> Amendment-no quartering of Troops</p>
<p>Allowed homes to be searched without warrants</p>		<p>4<sup>th</sup> Amendment- no unwarranted search and seizure</p>
<p>No trial by jury of peers</p>		<p>6<sup>th</sup> Amendment-right to speedy public trial 7<sup>th</sup> Amendment-trial by jury</p>