Unit Plan: Bill of Rights
8th Grade US History
Standard 6 Objective 4: Analyze the rights, liberties, and responsibilities of citizens.

Objectives: Students will be able to demonstrate an understanding of the Bill of Rights by:
- Defining the Bill of Rights
- Explaining the history of the Bill of Rights
- Teaching another person where to find the Bill of Rights
- Tell another person why the Bill of Rights is important to citizens of the United States
- Teaching each Amendment by way of skit, poem, song, or other performance to the class.

Prior to teaching this lesson, student should have a knowledge and understanding of the Constitution of the United States, the Constitutional Convention, and why the Constitution was not fully ratified until a Bill of Rights was established. This lesson unit plan will take approximately 5-6 class periods in order for students to come to knowledge of the Bill of Rights.

Essential Questions:
- What are the rights, liberties, and responsibilities of citizens of the United State of America?
- What is the Bill of Rights?
- Why was the Bill of Rights added to the Constitution?
- Why should I know and understand the Bill of Rights as a student?

Materials:
- Classroom set of pocket Constitutions for each student.
- Power point Presentations and videos
- Butcher paper banner (at least 4’ long) hung at front of classroom. Focus question is written on white paper (8x11) in middle of banner: *What are some of the rights and liberties I enjoy as a citizen of the United States of America?*
- 2 inch Post-it notes for each student.
- Bag of props for each of the 10 Amendments.
- Video camera or iPad for recording.

Day 1: Introduction of Bill of Rights
- Students will recite aloud the Preamble of the Constitution.
- Students will then be asked to write in silence with a marker their answers to the focus question on the banner. Review and discuss.
- Why was there an argument regarding ratification of the Constitution?

Federalist versus Anti-Federalists Presentation and Discussion:
Show Prezi Presentation: Federalists vs. Anti-Federalists by Hunter Mc Master
[https://prezi.com/q4xtwncsuivp/federalists-verus-anti-federalists/](https://prezi.com/q4xtwncsuivp/federalists-verus-anti-federalists/)
• Presentation of Bill of Rights.
  o Students will read the first 10 Amendments of Bill of Rights from their pocket Constitution. Advise students there are 27 Amendments in all ratified at different times.
  o What does each Amendment mean?
    Show You Tube video: Mix - Bill of Rights Song by Rhythm, Rhyme, Results jdanz234

Before students leave class: “Ticket Out Response”: Question: If I had to give up one of my rights, what would it be and why? Have them stick their responses on the banner. Keep the banner in the classroom for all classes to see and review during the week.

Day 2: How does the Bill of Rights Work for me?
• Each amendment will be discussed and explored as a class by reading the Bill of Rights.
• Check for Understanding: Use the following real-life situations or make up your own for students to work on in class. Student should work in pairs to read, discuss, and write an answer for each the question.
    • Discuss each question as a class by having each pair of students share their answers to the questions with the class.

Before students leave class: Journal Writing Question: Write your personal feelings with regards to the Constitution and Bill of Rights. Then answer the question: Would you have be a Federalist or Anti-Federalist and why?

Day 3 and 4: My Rights as an American!
• Class will prepare a 1 minute or less video presentation on the Bill of Rights.
• 15 mins. As a class, students will explore appropriate video presentations, poems, and other presentations regarding the Bill of Rights done by other schools, students, and teachers.
• The class will then be divided into 10 small groups. Each group will be given an Amendment.
• Students will be given a bag of props to be used (if desired) for their presentation. The group will read, review, and plan a presentation to be presented to the class on their Amendment.
• Students will work during class to accomplish this assignment.

Before students leave class: Each group will turn in a paper listing their Amendment, names of students in the group, and an explanation of what the presentation will look like to the teacher.

Day 5: Recording of Presentations
• Student groups will present their Amendment.
• Group presentations will be recorded.

Day 6: What We Learned About the Bill of Rights
• Class will watch the video presentations recorded the day before
• Students will then write a one-page essay including:
  o What have I learned about the Bill of Rights?
  o What are my rights, liberties, and responsibilities as an American?
- How has this learning process of the Bill of Rights refined my attitude toward my citizenship?
- What will I tell others about the Bill of Rights?

Before students leave class: Thank them for their participation in this process of learning and encourage them to value their rights and liberties as Americans. Turn in essays their written essay is their ticket out.

Rubric of Learning: (Optional)

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<thead>
<tr>
<th>Emerging/ Minimal</th>
<th>Effective</th>
<th>Highly Effective</th>
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<tbody>
<tr>
<td>Student can express verbally or written a definition of the Bill of Rights.</td>
<td>Student collaborates with group and participates in a respective and supportive manner. Student can express verbally or written a complete definition of the Bill of Rights and what the rights, liberties, and responsibilities are to Americans.</td>
<td>Student collaborates with group and participates in a respective and supportive manner. Student can express verbally or written a complete definition of the Bill of Rights and what the rights, liberties, and responsibilities are to Americans. Student can express verbally or written all the amendments and meanings of the Bill of Rights.</td>
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