

Program Delaware Area Career Center

Staff Responsible for Lesson Cindy Wolfe

Date(s) Used	January 25 & 27, 2010
Civics Category	III. U.S. History and Government and Citizenship Preparation
Civics Objective	2. Government and Law Identify people and events in local, state, and/or federal history.
Time Frame to Complete Lesson	4 hours
EFL(s)	NRS Levels 5 & 6
Standard(s)/Components of Performance	Attend to oral information Clarify purpose for listening and use listening strategies appropriate to that purpose. Monitor comprehension, adjusting listening strategies to overcome barriers to comprehension. Select reading strategies appropriate to the purpose. Analyze the information and reflect on its underlying meaning. Organize and present information to serve the purpose, context, and audience. Pay attention to the conventions of the English language usage, including grammar, spelling, and sentence structure to minimize barriers to readers' comprehension. Organize and relay information to effectively serve the purpose, context, and listener. Integrate it with prior knowledge to address the reading purpose. Analyze the information and reflect on its underlying meaning. Seek feedback and revise to enhance the effectiveness of communication.
Benchmark(s)	L 5.1, L 5.3, R 5.4, R 6.2, R 6.3, R 6.4, W 5.2, W 5.3, W 5.5, S 5.5 S 6.4
Materials	Copies of the Bill of Rights for everyone in the class. (It is helpful to have an annotated version as well.) www.awdsgn.com/classes/spr07/webI/bor/Danelishen/ModernRi

	<p>ghs.html</p> <p>Dictionaries</p> <p>Paper, pencil, and/or pen</p>
Activities	<p>I. Warm up: Ask the students what they know about the Bill of Rights. What is the purpose? How did it come about? Do they know that the Bill of Rights makes up the first ten amendments of the Constitution?</p> <p>II. Tell the students that today we will become familiar with the Bill of Rights and its meaning.</p> <p>III. Pass out the modernized version of the Bill of Rights. Read these and discuss the meaning of each right. Discuss the vocabulary and make a list of new words and their meanings. Then pass out the copies of the original Bill of Rights. Have the students read each right and discuss the difference between the original version and the updated version.</p> <p>IV. Ask the students to pick one of the rights and write a paragraph about what that right means to them and why.</p>
Assessment/ Evidence	<p>Have the students answer questions about the Bill of Rights.</p> <p>Name three rights that are guaranteed by the first 10 amendments to the Constitution.</p>
Reflection	<p>The students liked this lesson. They were very interested in the history of the Bill of Rights. They liked discussing whether or not they had the same freedoms in their countries. It was an excellent civics lesson.</p>