Lesson: Bill of Rights Team Project
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Grade Level: High School
Common Core Standards:

CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-Literacy.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CCSS.ELA-Literacy.WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-Literacy.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

Wisconsin Academic Standards:
C.12.9 Identify and evaluate the means through which advocates influence public policy

C.12.10 Identify ways people may participate effectively in community affairs and the political process

C.12.11 Evaluate the ways in which public opinion can be used to influence and shape public policy

C.8.1 Identify and explain democracy’s basic principles, including individual rights, responsibility for the common good, equal opportunity, equal protection of the laws, freedom of speech, justice, and majority rule with protection for minority rights

C.8.2 Identify, cite, and discuss important political documents, such as the Constitution, the Bill of Rights, and landmark decisions of the Supreme Court, and explain their function in the American political system

**Essential Question:** How does the Bill of Rights guard our freedoms?

**Learner Outcomes – Students Will Be Able To:**

- Explain key freedoms protected under the Bill of Rights.
- Interpret primary documents.
- Create a collaborative historical project.

**Procedure:**

1. Introduction: Guess what?!?! The President of the United States has decided that Americans need to be reminded how great the Bill of Rights is. He wants this to be done through a series of posters and television ads. You have been chosen to be on one of the teams to teach America about one of the Amendments!!

2. Ask students to list some rights covered in class that are protected in the Bill of Rights. List on the board.

Break students into pairs or groups of three and tell them, “As a team, you will be responsible for creating one of the following:”

- A poster for your amendment (20 points)
  - This poster must include which amendment you have and a brief explanation of that amendment.
  - At least one picture representing your amendment. This can be drawn or cut out from a magazine or newspaper. You can make a collage, or just
have a simple symbol to help people remember what your amendment means.
  o The poster must be NEAT! Remember your audience – the whole country!!!

● A commercial skit (30 points)
  o You must use at least two of your team members to present a 2-5 minute “television ad” for the class. You can act out a scenario involving the amendment, or come up with a fun way to present the amendment and what it means. Props and costumes are encouraged!
  o Your skit must include at least ONE RIGHT and at least ONE RESPONSIBILITY provided by your assigned amendment
  o Be creative! You want people to enjoy your ad, but also learn from it.
  o **Extra Credit: Include a Supreme Court case that involves your amendment and how the Supreme Court has interpreted and applied the amendment

3. Students will use the website www.billofrights.org or a transcript of the Bill of Rights from their textbooks. Dictionaries may be used to look up any unfamiliar words (ex: grievances, infringed, enumerated, etc.) and use a thesaurus to help come up with different words to help explain each amendment.

4. Students will write the amendment in a way that is easy enough for even a middle-schooler to understand. They must submit their re-written amendment for approval before they present.

5. Assign groups a particular amendment to research.

Closure: Share completed posters and skits with the class.

Assessment: The rubric below will serve as the assessment tool for this project.
Poster:

Re-written Amendment ________ / (10)

Neatness ________ / (5)

Effectiveness _________ / (5)

Comments:

Skit:

Group involvement _________ / (10)

Explanation of Rights _________ / (10)

Explanation of Responsibilities _________ / (10)

Comments:

TOTAL ____________ / (50)

*Extra Credit __________ / (5)