

**Lesson: The Bill of Rights**  
**Title: Complete Lesson Guide**

**Standards Covered**

**Common Core ELA Standards**

Reading	Writing	Speaking and Listening	Language
<p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>• CC.K-12.R.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>• CC.K-12.R.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>• CC.K-12.R.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> </ul> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>• CC.K-12.R.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</li> </ul>	<p><b>Text Types and Purposes</b></p> <ul style="list-style-type: none"> <li>• CC.K-12.W.R.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li>• CC.K-12.W.R.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> <li>• CC.K-12.W.R.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> </ul> <p><b>Production and Distribution of Writing</b></p> <ul style="list-style-type: none"> <li>• CC.K-12.W.R.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• CC.K-12.W.R.5</li> </ul>	<p><b>Comprehension and Collaboration</b></p> <ul style="list-style-type: none"> <li>• CC.K-12.SL.R.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> </ul>	<p><b>Knowledge of Language</b></p> <ul style="list-style-type: none"> <li>• CC.K-12.L.R.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> </ul> <p><b>Vocabulary Acquisition and Use</b></p> <ul style="list-style-type: none"> <li>• CC.K-12.L.R.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</li> <li>• CC.K-12.L.R.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in</li> </ul>

**Integration of Knowledge and Ideas**

- CC.K-12.R.R.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

**Range of Reading and Level of Text Complexity**

- CC.K-12.R.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- CC.K-12.W.R.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**

- CC.K-12.W.R.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CC.K-12.W.R.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**Range of Writing**

- CC.K-12.W.R.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Preview

**Estimated Time:** 40 mins

**Overview:** Read the Parents' Constitution and answer related questions.

**Teacher Prep:** N/A

**Materials:** None

## Activity

**Estimated Time:** 50 mins

**Overview:** Play a game, Do They Have the Right? Read about Supreme Court cases and debate your ideas before learning what actually happened.

**Teacher Prep:** N/A

**Materials:** None

## Vocabulary

**Estimated Time:** 5 mins

**Overview:** Review vocabulary terms from this lesson.

**Teacher Prep:** N/A

**Materials:** None

## Processing

**Estimated Time:** 30 mins

**Overview:** Select the amendment from the Bill of Rights that has had the greatest impact on your daily life and write about it.

**Teacher Prep:** N/A

**Materials:** None

## Reading Further

**Estimated Time:** N/A

**Overview:** Rewrite Thomas Jefferson's Statute for Religious Freedom for modern audience.

**Teacher Prep:** N/A

**Materials:** None

## Complete Materials List

*For more detailed information on materials needed for this lesson log in to your subscription(🚫)*

### Lesson

- Audio Transcripts
- Interactive Student Notebook
- Notebook Answer Key
- Spanish: Interactive Student Notebook

<p><b>Preview</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul>
<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul>
<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul>
<p><b>Processing</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul>
<p><b>Reading Further</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul>

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## ACTIVITY

### SLIDE 1

The Bill of Rights

*What rights and freedoms does the Bill of Rights protect and why are they important?*

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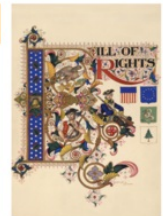
#### Notes:

Use this Lesson Guide to plan and teach the lesson!

- The **Overview** slide summarizes the parts of the lesson and gives estimated times. In the Teacher Note, you'll find Social Studies and Language Arts objectives.
  - The **Materials** and **Preparation** slides tell you what to gather and prep before class.
  - When you're ready to teach the lesson, start with the **Preview** slides.
  - The **Activity** slides walk students through every step of the interactive lesson. Students are instructed when to read each section in the Student Text and when to complete their print or online Interactive Student Notebooks.
  - Use the **Vocabulary** slide to review key Social Studies terms.
  - Finally, students complete the **Processing** assignment in their notebooks. Use it to assess what students have learned.
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#### The Bill of Rights

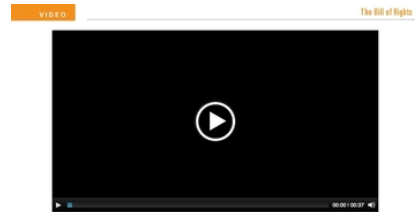
*What rights and freedoms does the Bill of Rights protect and why are they important?*



## SLIDE 2

### Notes:

Watch this quick video to find out the highlights of the lesson.



## SLIDE 3

### Essential Question

*What rights and freedoms does the Bill of Rights protect and why are they important?*

### Preview

Students read the Parents' Constitution and answer related questions. [10 min + 30 min vocabulary]

### Activity

In a **Response Group**, students play a game, *Do They Have the Right?* They read about Supreme Court cases, determine whether the Bill of Rights protects the related rights and freedoms, and then debate their ideas before learning what happened. [50–100 min]

### Processing

Students select the amendment from the Bill of Rights that has had the greatest impact on their daily lives and write a short story describing what a day might be like without the related rights and freedoms. [30 min]

### Reading Further

Students rewrite Thomas Jefferson's Statute for Religious Freedom for modern audiences and then write a statute on a right they believe should be part of the school rules. [optional]

### Notes:

### Objectives

In the course of reading this lesson and participating in the classroom activity, students will

#### *Social Studies*

- compare their own desire for rights and the founders' work to add a bill of rights to the Constitution.
- identify key rights and freedoms protected by the Bill of Rights and explain why those freedoms are important in their own lives.
- research news articles that show the functions of a free press in a democracy.
- debate landmark Supreme Court cases to determine whether the rights and freedoms protected by the Bill of Rights relate to the issues involved.

#### *Language Arts*

- write a personal narrative that reveals the significance of the events conveyed, employs narrative strategies such as dialogue and specification, and relates events using well-chosen and interesting details.

**Addressing Misconceptions:** Remind students that the Bill of Rights is a proper noun. It contains the group of the first 10 amendments to the Constitution. This is different from a single piece of legislation, which is also often referred to as a bill (a common noun).



## SLIDE 4

### Materials to Print

Interactive Student Notebook  
(1 per student)

### Teacher Supplied Materials

None

### Notes:

N/A

MATERIALS		The Bill of Rights
Materials to Print	Interactive Student Notebook (1 per student)	Teacher Supplied Materials None

## SLIDE 5

Before class:

1. Consider how you will teach the activity over the course of a day or two. The suggested time for the Response Group is 50–100 minutes.
2. There are three rounds in this activity, and each covers two court cases. Each round relates to a section in the Student Text and the amendments it covers.
3. Students work in groups of three during this activity.

### Notes:

N/A

PREPARATION	The Bill of Rights
Before class:	
1. Consider how you will teach the activity over the course of a day or two. The suggested time for the Response Group is 50–100 minutes.	
2. There are three rounds in this activity, and each covers two court cases. Each round relates to a section in the Student Text and the amendments it covers.	
3. Students work in groups of three during this activity.	

## SLIDE 6

The Bill of Rights

*What rights and freedoms does the Bill of Rights protect and why are they important?*

### Notes:

N/A



## PREVIEW

## SLIDE 7

Preview

Go to the Preview assignment in your print or online Interactive Student Text.

This Preview contains a Parents' Constitution. It is based on a similar document created by parents in a California school district.

Review the questions about the Parents' Constitution.

Now let's read each part of the Parents' Constitution out loud. Begin with the "preamble."

### Notes:

If you are using the Interactive Student Notebook, you can access it three ways:

- **Online:** Go to the "Student View," and navigate to the Notebook.
- **Online:** Go to the "Materials" tab, and print out the PDF notebook pages.
- **Print:** Use the print Interactive Student Notebooks in your classroom.

PREVIEW	The Bill of Rights
<b>Preview</b> Go to the Preview assignment in your print or online Interactive Student Text. This Preview contains a Parents' Constitution. It is based on a similar document created by parents in a California school district. Review the questions about the Parents' Constitution. Now let's read each part of the Parents' Constitution out loud. Begin with the "preamble."	<b>Parents' Constitution</b> We the Parents of the United States, in order to form a more perfect Union, secure the Blessings of Liberty to ourselves and our Posterity, do hereby establish a Parents' Constitution, to secure the Blessings of Liberty to ourselves and our Posterity. I. Parents shall have the power to establish schools for their children. II. Parents shall have the power to engage children in their children. III. Parents shall have the power to control the health, education and of their parent children in their children and their. IV. Parents shall have the power to ask their children questions and to report answer promptly. V. Parents shall have the power to make all decisions about family spending, including the amount of money children spending in expenditures or budget money. VI. Parents shall have the power to decide how much time their children's books can spend with their children.

In the Student Subscription, you can find the Preview assignment in the Introduction section.

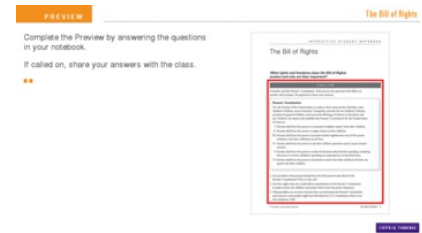
## SLIDE 8

Complete the Preview by answering the questions in your notebook.

If called on, share your answers with the class.

**PREVIEW** The Bill of Rights

Complete the Preview by answering the questions in your notebook.  
If called on, share your answers with the class.



### Notes:

N/A

## SLIDE 9

You found things you wanted to change in the Parent's Constitution and identified additional rights you think children should have.

Similarly, many Americans in the late 1700s identified important rights and freedoms for individuals that were not protected in the U.S. Constitution.

These Americans were determined to make changes, or amendments, to the Constitution to make sure these rights and freedoms were protected. This list of ten amendments is known as the Bill of Rights.

**PREVIEW** The Bill of Rights

You found things you wanted to change in the Parent's Constitution and identified additional rights you think children should have.

Similarly, many Americans in the late 1700s identified important rights and freedoms for individuals that were not protected in the U.S. Constitution.

These Americans were determined to make changes, or amendments, to the Constitution to make sure these rights and freedoms were protected. This list of ten amendments is known as the Bill of Rights.



### Notes:

N/A

## SLIDE 10

Vocabulary Development

Locate the Social Studies Vocabulary for this lesson in your notebook.

- Bill of Rights
- warrant
- double jeopardy
- self-incrimination
- due process
- defendant

These are important terms that will help you understand the main ideas of this lesson.

**PREVIEW** Vocabulary Development The Bill of Rights

Locate the Social Studies Vocabulary for this lesson in your notebook.

- Bill of Rights
- warrant
- double jeopardy
- self-incrimination
- due process
- defendant

These are important terms that will help you understand the main ideas of this lesson.



### Notes:

N/A

## SLIDE 11

Review the Essential Question for this lesson:

***What rights and freedoms does the Bill of Rights protect and why are they important?***

Read the Introduction in the Student Text, and be prepared to respond to the following questions:

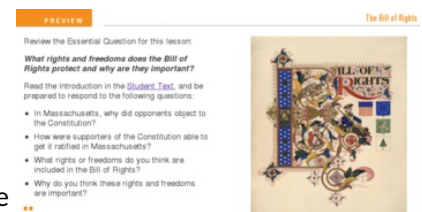
- In Massachusetts, why did opponents object to the Constitution?

**PREVIEW** The Bill of Rights

Review the Essential Question for this lesson:  
***What rights and freedoms does the Bill of Rights protect and why are they important?***

Read the Introduction in the Student Text, and be prepared to respond to the following questions:

- In Massachusetts, why did opponents object to the Constitution?
- How were supporters of the Constitution able to get it ratified in Massachusetts?
- What rights or freedoms do you think are included in the Bill of Rights?
- Why do you think these rights and freedoms are important?



- How were supporters of the Constitution able to get it ratified in Massachusetts?
- What rights or freedoms do you think are included in the Bill of Rights?
- Why do you think these rights and freedoms are important?

**Notes:**

Possible answers:

- Opponents objected to the Constitution’s lack of rights for the people.
- The Federalists convinced John Hancock, the governor of Massachusetts, to support ratification by hinting that he would make a good presidential candidate. Hancock convinced Massachusetts delegates to approve the Constitution and assured them that the new Congress would add a bill of rights.
- Answers will vary.
- Answers will vary.

**SLIDE 12**

Read Section 1, Creating the Bill of Rights, in the Student Text. Then complete your Reading Notes for this section.

Let’s share our answers.



**Notes:**

N/A

**SLIDE 13**

Response Group

Response Group

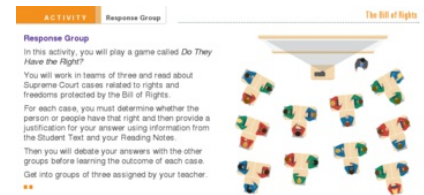
In this activity, you will play a game called *Do They Have the Right?*

You will work in teams of three and read about Supreme Court cases related to rights and freedoms protected by the Bill of Rights.

For each case, you must determine whether the person or people have that right and then provide a justification for your answer using information from the Student Text and your Reading Notes.

Then you will debate your answers with the other groups before learning the outcome of each case.

Get into groups of three assigned by your teacher.



**Notes:**

N/A

**SLIDE 14**

Response Group

Prepare for Round 1 of *Do They Have the Right?*

Read Section 2, First Amendment Rights, in the Student Text, and complete your Reading Notes for this section.

If called on by the teacher, share your answers with the class.



**Notes:**

N/A



## SLIDE 15

Response Group

### Play Round 1 of *Do They Have the Right?*

**Step 1: Read about the case and discuss the issue in your group.**

**Case:** The United States is involved in a controversial war. To show their opposition to the war, two students wear black armbands to their public school, although this violates school policy. School officials say the policy against armbands is to avoid arguments or fights between students regarding the war.

**Issue:** Do the students have the right to wear black armbands to school? Why or why not?

**Step 2: Take a stand on the issue.** If your group thinks the students have this right, stand up, raise your fists, and shout in unison, "They have the right!"

If your group thinks the students don't have this right, stand up, wag your index fingers at the other students, and shout in unison, "No, they don't!"

**First Amendment**

**Notes:**

There are two cases in this round.

**ACTIVITY** Response Group The Bill of Rights

Play Round 1 of *Do They Have the Right?*


**Step 1: Read about the case and discuss the issue in your group.**

**Case:** The United States is involved in a controversial war. To show their opposition to the war, two students wear black armbands to their public school, although this violates school policy. School officials say the policy against armbands is to avoid arguments or fights between students regarding the war.

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First Amendment

## SLIDE 16

Response Group

**Step 3: Debate the issue as a class.** Select a group presenter. When your presenter is called on by the teacher or another presenter, stand up and share your group's answer and justification. Before sitting down, call on the next presenter.

**Step 4: Take a class vote on the issue.**

**Step 5: Find out what the Supreme Court decided.** In *Tinker v. Des Moines School District* (1969), the Court voted 7-2 in favor of the students, upholding their First Amendment rights. The Court held that the prohibition of armbands was a violation of First Amendment rights because students do not "shed their constitutional rights to freedom of speech . . . at the schoolhouse gate."

**Notes:**

N/A

**ACTIVITY** Response Group The Bill of Rights

**Step 3: Debate the issue as a class.** Select a group presenter. When your presenter is called on by the teacher or another presenter, stand up and share your group's answer and justification. Before sitting down, call on the next presenter.

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## SLIDE 17

Response Group

Let's finish Round 1 by analyzing another court case.

**Step 1: Read about the case and discuss the issue in your group.**

**Case:** Students at a public school start each day by reciting the Pledge of Allegiance. One student refuses to recite the pledge because her religious beliefs do not allow it. Because of her refusal, she is expelled for not following school rules.

**Issue:** Do students have the right to refuse to recite the Pledge of Allegiance? Why or why not?

**Step 2: Take a stand on the issue.** If your group thinks students have this right, stand up, raise your fists, and shout in unison, "They have the right!"

If your group thinks the students don't have this right, stand up, wag your index fingers at the other students, and shout in unison, "No, they don't!"

**First Amendment**

**Notes:**

N/A

**ACTIVITY** Response Group The Bill of Rights

Let's finish Round 1 by analyzing another court case.


**Step 1: Read about the case and discuss the issue in your group.**

**Case:** Students at a public school start each day by reciting the Pledge of Allegiance. One student refuses to recite the pledge because her religious beliefs do not allow it. Because of her refusal, she is expelled for not following school rules.

**Issue:** Do students have the right to refuse to recite the Pledge of Allegiance? Why or why not?

**Step 2: Take a stand on the issue.** If your group thinks students have this right, stand up, raise your fists, and shout in unison, "They have the right!"

If your group thinks the students don't have this right, stand up, wag your index fingers at the other students, and shout in unison, "No, they don't!"



First Amendment

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## SLIDE 18

### Response Group

**Step 3: Debate the issue as a class.** Select a new group presenter. When your presenter is called on by the teacher or another presenter, stand up and share your group's answer and justification. Before sitting down, call on the next presenter.

**Step 4: Take a class vote on the issue.**

**Step 5: Find out what the Supreme Court decided.** In *West Virginia State Board of Education v. Barnette* (1943), the Court voted 6-3 in favor of the student. The Court held that forcing public schoolchildren to salute the flag was unconstitutional. Such a salute was the same as "compulsory unification of opinion," or forced agreement of opinion, which violates the First Amendment.

### Notes:

Suggest that groups switch presenters for each new case.


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**ACTIVITY** Response Group The Bill of Rights

**Step 3: Debate the issue as a class.** Select a new group presenter. When your presenter is called on by the teacher or another presenter, stand up and share your group's answer and justification. Before sitting down, call on the next presenter.

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## SLIDE 19

### Response Group

After finishing Round 1 of *Do They Have the Right?*, discuss these questions as a class:

- What rights or freedoms does the First Amendment protect?
- Why are these rights and freedoms important to you?

Then prepare for Round 2 of *Do They Have the Right?*

Read Section 3, Citizen Protections, in the Student Text, and complete your Reading Notes for this section.

If called on by the teacher, share your answers with the class.

### Notes:

N/A

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**ACTIVITY** Response Group The Bill of Rights


After finishing Round 1 of *Do They Have the Right?*, discuss these questions as a class:

- What rights or freedoms does the First Amendment protect?
- Why are these rights and freedoms important to you?

Then prepare for Round 2 of *Do They Have the Right?*

Read Section 3, Citizen Protections, in the Student Text, and complete your Reading Notes for this section.

If called on by the teacher, share your answers with the class.



## SLIDE 20

### Response Group

#### Play Round 2 of *Do They Have the Right?*

**Step 1: Read about the case and discuss the issue in your group.**

**Case:** A student is caught smoking cigarettes in a public school bathroom. The vice principal searches her purse and finds cigarettes and rolling papers, which are associated with marijuana use. The principal then thoroughly searches her purse and finds marijuana and evidence that the student deals marijuana. The police are called, and the state brings charges against her.

**Issue:** Do public school students have the right to be protected from having their belongings searched by a principal? Why or why not?

**Step 2: Take a stand on the issue.** If your group thinks the students have this right, stand up, raise your fists, and shout in unison, "They have the right!"

If your group thinks the students don't have this right, stand up, wag your index fingers at the other students, and shout in unison, "No, they don't!"

### Fourth Amendment

### Notes:

**ACTIVITY** Response Group The Bill of Rights

**Play Round 2 of *Do They Have the Right?***


**Step 1: Read about the case and discuss the issue in your group.**

**Case:** A student is caught smoking cigarettes in a public school bathroom. The vice principal searches her purse and finds cigarettes and rolling papers, which are associated with marijuana use. The principal then thoroughly searches her purse and finds marijuana and evidence that the student deals marijuana. The police are called, and the state brings charges against her.

**Issue:** Do public school students have the right to be protected from having their belongings searched by a principal? Why or why not?

**Step 2: Take a stand on the issue.** If your group thinks the students have this right, stand up, raise your fists, and shout in unison, "They have the right!"

If your group thinks the students don't have this right, stand up, wag your index fingers at the other students, and shout in unison, "No, they don't!"



There are two cases in this round.

## SLIDE 21

Response Group

**Step 3: Debate the issue as a class.** Select a new group presenter. When your presenter is called on by the teacher or another presenter, stand up and share your group's answer and justification. Before sitting down, call on the next presenter.

**Step 4: Take a class vote on the issue.**

**Step 5: Find out what the Supreme Court decided.** In *New Jersey v. T.L.O.* (1985), the Court voted 6-3 against the student. The Court held that the search without a warrant did not violate the Fourth Amendment, given the circumstances. That the student was caught smoking created a "reasonable suspicion" to conduct a search for cigarettes.

**Notes:**


N/A

**ACTIVITY** Response Group The Bill of Rights

**Step 3: Debate the issue as a class.** Select a new group presenter. When your presenter is called on by the teacher or another presenter, stand up and share your group's answer and justification. Before sitting down, call on the next presenter.

**Step 4: Take a class vote on the issue.**

**Step 5: Find out what the Supreme Court decided.** In *New Jersey v. T.L.O.* (1985), the Court voted 6-3 against the student. The Court held that the search without a warrant did not violate the Fourth Amendment, given the circumstances. That the student was caught smoking created a "reasonable suspicion" to conduct a search for cigarettes.



## SLIDE 22

Response Group

Let's finish Round 2 by analyzing another court case.

**Step 1: Read about the case and discuss the issue in your group.**

**Case:** A public school district requires all middle and high school students to submit to drug testing before they can participate in extracurricular activities that are sponsored by the school district, including sports teams. When two students refuse to take the drug test, they are barred from participating in after-school activities.

**Issue:** Do students have the right to refuse to take the drug test and still participate in after-school activities? Why or why not?

**Step 2: Take a stand on the issue.** If your group thinks the students have this right, stand up, raise your fists, and shout in unison, "They have the right!"

If your group thinks the students don't have this right, stand up, wag your index fingers at the other students, and shout in unison, "No, they don't!"

**Fourth Amendment**

**Notes:**

N/A

**ACTIVITY** Response Group The Bill of Rights

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If your group thinks the students don't have this right, stand up, wag your index fingers at the other students, and shout in unison, "No, they don't!"



Fourth Amendment

## SLIDE 23

Response Group

**Step 3: Debate the issue as a class.** Select a group presenter. When your presenter is called on by the teacher or another presenter, stand up and share your group's answer and justification. Before sitting down, call on the next presenter.

**Step 4: Take a class vote on the issue.**

**Step 5: Find out what the Supreme Court decided.** In *Board of Education v. Earls* (2002), the Court voted 5-4 against the students and held that drug testing was "a reasonable means of . . . preventing and deterring drug use among [students]." The Court also held that the manner of drug testing was not a significant violation of students' limited privacy rights under the Fourth Amendment.

**Notes:**

N/A

**ACTIVITY** Response Group The Bill of Rights

**Step 3: Debate the issue as a class.** Select a group presenter. When your presenter is called on by the teacher or another presenter, stand up and share your group's answer and justification. Before sitting down, call on the next presenter.

**Step 4: Take a class vote on the issue.**

**Step 5: Find out what the Supreme Court decided.** In *Board of Education v. Earls* (2002), the Court voted 5-4 against the students and held that drug testing was "a reasonable means of . . . preventing and deterring drug use among [students]." The Court also held that the manner of drug testing was not a significant violation of students' limited privacy rights under the Fourth Amendment.



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## SLIDE 24

### Response Group

After finishing Round 2 of *Do They Have the Right?*, discuss these questions as a class:

- What rights or freedoms do the Second, Third, and Fourth Amendments protect?
- Why are these rights and freedoms important to you?

Then prepare for Round 3 of *Do They Have the Right?*

Read Section 4, Legal Rights and Protections, in the Student Text, and complete your Reading Notes for this section.

If called on by the teacher, share your answers with the class.

### Notes:

N/A

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**ACTIVITY** Response Group The Bill of Rights


After finishing Round 2 of *Do They Have the Right?*, discuss these questions as a class:

- What rights or freedoms do the Second, Third, and Fourth Amendments protect?
- Why are these rights and freedoms important to you?

Then prepare for Round 3 of *Do They Have the Right?*

Read Section 4, Legal Rights and Protections, in the Student Text, and complete your Reading Notes for this section.

If called on by the teacher, share your answers with the class.



## SLIDE 25

### Response Group

#### Play Round 3 of *Do They Have the Right?*

#### Step 1: Read about the case and discuss the issue in your group.

**Case:** A citizen is accused of committing a robbery. He cannot afford to hire a lawyer and requests that the government provide him with one, at no cost to him. The government says it is not required to provide a defendant with a lawyer except in capital (murder) cases. The government denies the request.

**Issue:** Do defendants have the right to request a lawyer to help with their defense? Why or why not?

**Step 2: Take a stand on the issue.** If your group thinks defendants have this right, stand up, raise your fists, and shout in unison, "They have the right!"

If your group thinks defendants don't have this right, stand up, wag your index fingers at the other students, and shout in unison, "No they doesn't!"

#### Sixth Amendment

### Notes:

There are two cases in this round.

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**ACTIVITY** Response Group The Bill of Rights

Play Round 3 of *Do They Have the Right?*


**Step 1: Read about the case and discuss the issue in your group.**

**Case:** A citizen is accused of committing a robbery. He cannot afford to hire a lawyer and requests that the government provide him with one, at no cost to him. The government says it is not required to provide a defendant with a lawyer except in capital (murder) cases. The government denies the request.

**Issue:** Do defendants have the right to request a lawyer to help with their defense? Why or why not?

**Step 2: Take a stand on the issue.** If your group thinks defendants have this right, stand up, raise your fists, and shout in unison, "They have the right!"

If your group thinks defendants don't have this right, stand up, wag your index fingers at the other students, and shout in unison, "No they doesn't!"



Sixth Amendment

## SLIDE 26

### Response Group

**Step 3: Debate the issue as a class.** Select a group presenter. When your presenter is called on by the teacher or another presenter, stand up and share your group's answer and justification. Before sitting down, call on the next presenter.

**Step 4: Take a class vote on the issue.**


**Step 5: Find out what the Supreme Court decided.** In *Gideon v. Wainwright* (1963), the Court held unanimously that the Sixth Amendment guarantees persons accused of a crime the right to be represented by a court-appointed lawyer. In his opinion, Justice Black wrote that a fair trial for a poor defendant could not be guaranteed without a lawyer, adding that "lawyers in criminal courts are necessities, not luxuries."

**ACTIVITY** Response Group The Bill of Rights

**Step 3: Debate the issue as a class.** Select a group presenter. When your presenter is called on by the teacher or another presenter, stand up and share your group's answer and justification. Before sitting down, call on the next presenter.

**Step 4: Take a class vote on the issue.**

**Step 5: Find out what the Supreme Court decided.** In *Gideon v. Wainwright* (1963), the Court held unanimously that the Sixth Amendment guarantees persons accused of a crime the right to be represented by a court-appointed lawyer. In his opinion, Justice Black wrote that a fair trial for a poor defendant could not be guaranteed without a lawyer, adding that "lawyers in criminal courts are necessities, not luxuries."



## Notes:

N/A

## SLIDE 27

Response Group

Let's finish Round 3 by analyzing another court case.

**Step 1: Read about the case and discuss the issue in your group.**

**Case:** A citizen is arrested by the police and accused of murder. When the suspect is brought to the police station, the police tell him he must answer questions about the alleged murder before he is allowed to contact anyone, including a lawyer.

**Issue:** Do citizens have the right to refuse to answer questions about a crime until they contact a lawyer and until the lawyer is present? Why or why not?

**Step 2: Take a stand on the issue.** If your group thinks citizens have this right, stand up, raise your fists, and shout in unison, "They have the right!"

If your group thinks citizens do not have this right, stand up, wag your index fingers at the other students, and shout in unison, "No they don't!"

### Fifth and Sixth Amendments

## Notes:

N/A

**ACTIVITY** Response Group The Bill of Rights

Let's finish Round 3 by analyzing another court case.


**Step 1: Read about the case and discuss the issue in your group.**

**Case:** A citizen is arrested by the police and accused of murder. When the suspect is brought to the police station, the police tell him he must answer questions about the alleged murder before he is allowed to contact anyone, including a lawyer.

**Issue:** Do citizens have the right to refuse to answer questions about a crime until they contact a lawyer and until the lawyer is present? Why or why not?

**Step 2: Take a stand on the issue.** If your group thinks citizens have this right, stand up, raise your fists, and shout in unison, "They have the right!"

If your group thinks citizens do not have this right, stand up, wag your index fingers at the other students, and shout in unison, "No they don't!"



Fifth and Sixth Amendments

## SLIDE 28

Response Group

**Step 3: Debate the issue as a class.** Select a group presenter. When your presenter is called on by the teacher or another presenter, stand up and share your group's answer and justification. Before sitting down, call on the next presenter.

**Step 4: Take a class vote on the issue.**

**Step 5: Find out what the Supreme Court decided.** In *Miranda v. Arizona* (1966), the Court held in a 5-4 decision that police must inform suspects of their rights at the time of arrest. These rights include the right to remain silent (under the Fifth Amendment), the right to speak to an attorney (under the Sixth Amendment), and the right to have an attorney present during police questioning (under the Sixth Amendment).

**ACTIVITY** Response Group The Bill of Rights

**Step 3: Debate the issue as a class.** Select a group presenter. When your presenter is called on by the teacher or another presenter, stand up and share your group's answer and justification. Before sitting down, call on the next presenter.

**Step 4: Take a class vote on the issue.**

**Step 5: Find out what the Supreme Court decided.** In *Miranda v. Arizona* (1966), the Court held in a 5-4 decision that police must inform suspects of their rights at the time of arrest. These rights include the right to remain silent (under the Fifth Amendment), the right to speak to an attorney (under the Sixth Amendment), and the right to have an attorney present during police questioning (under the Sixth Amendment).



Miranda v. Arizona

## Notes:

N/A

## SLIDE 29

Response Group

After finishing Round 3 of *Do They Have the Right?* discuss these questions as a class:

- What rights or freedoms do the Fifth, Sixth, Seventh, and Eighth Amendments protect?
- Why are these rights and freedoms important to you?

Read Section 5, Other Rights and Powers, in the Student Text, and complete your Reading Notes for this section.

If called on by the teacher, share your answers with the class.

## Notes:

N/A


**ACTIVITY** Response Group The Bill of Rights

After finishing Round 3 of *Do They Have the Right?* discuss these questions as a class:

- What rights or freedoms do the Fifth, Sixth, Seventh, and Eighth Amendments protect?
- Why are these rights and freedoms important to you?

Read Section 5, Other Rights and Powers, in the Student Text, and complete your Reading Notes for this section.

If called on by the teacher, share your answers with the class.



MIRANDA v. ARIZONA

READING NOTES

# VOCABULARY

## SLIDE 30

The screenshot shows a vocabulary activity interface. At the top, it says 'VOCABULARY' and 'The Bill of Rights'. Below that, it says 'Drag each term to its correct definition.' There is a 'Word Bank' on the left with three items: 'Bill of Rights', 'warrant', and 'double jeopardy'. To the right, there are three empty boxes for definitions. The definitions are: 'an order from a judge that authorizes police or other officials to take a certain action, such as searching someone's property', 'putting a person on trial more than once for the same crime', and 'a formal listing of the basic rights of U.S. citizens'.

Vocabulary: 1 of 2

Drag each term to its correct definition.

Bill of Rights

warrant

double jeopardy

1. an order from a judge that authorizes police or other officials to take a certain action, such as searching someone's property
2. putting a person on trial more than once for the same crime
3. a formal listing of the basic rights of U.S. citizens

Vocabulary: 1 of 2

**Notes:**

N/A

## SLIDE 31

The screenshot shows a vocabulary activity interface. At the top, it says 'VOCABULARY' and 'The Bill of Rights'. Below that, it says 'Drag each term to its correct definition.' There is a 'Word Bank' on the left with three items: 'self-incrimination', 'due process', and 'defendant'. To the right, there are three empty boxes for definitions. The definitions are: 'a person who is required to defend himself or herself in a legal action. An example is an accused person who is put on trial for a crime', 'giving testimony that can be used against oneself', and 'the concept that the government must follow clear rules and act reasonably as it carries out the law'.

Vocabulary: 2 of 2

Drag each term to its correct definition.

self-incrimination

due process

defendant

4. a person who is required to defend himself or herself in a legal action. An example is an accused person who is put on trial for a crime
5. giving testimony that can be used against oneself
6. the concept that the government must follow clear rules and act reasonably as it carries out the law

Vocabulary: 2 of 2

**Notes:**

N/A

# PROCESSING

## SLIDE 32

Processing

Let's assess what you have learned.


Go to the Processing activity in your notebook.

Select one of the ten amendments in the Bill of Rights that you think is most important or that has had the greatest impact on your daily life.

You will write a personal narrative describing what a day in your life might be like without the rights and freedoms that particular amendment protects.

**PROCESSING** The Bill of Rights

**Processing**  
Let's assess what you have learned.  
Go to the Processing activity in your notebook.  
Select one of the ten amendments in the Bill of Rights that you think is most important or that has had the greatest impact on your daily life.  
You will write a personal narrative describing what a day in your life might be like without the rights and freedoms that particular amendment protects.



**Notes:**

In the Student Subscription, you can find the Processing assignment in the Summary section.

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**READING FURTHER**

**SLIDE 33**

Reading Further

Read the Reading Further, What Is Religious Freedom?, in your Student Text to learn about issues involving religion and the First Amendment.

Thomas Jefferson believed that church and state should be separate institutions and wrote the Virginia Statute for Religious Freedom, which became a model for legislation on religious freedom.

**READING FURTHER** The Bill of Rights

**Reading Further**  
Read the Reading Further, What Is Religious Freedom?, in your Student Text to learn about issues involving religion and the First Amendment.  
Thomas Jefferson believed that church and state should be separate institutions and wrote the Virginia Statute for Religious Freedom, which became a model for legislation on religious freedom.



**Notes:**

N/A

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**SLIDE 34**

Go to the Reading Further section in your notebook.

In this activity, you will review text from this long and wordy statute and explain it in simple, easy-to-understand language.

Then, you will write your own statute. However, your statute will address a right that you believe should be part of your school's rules. You will also explain why students should have this right.

**READING FURTHER** The Bill of Rights

Go to the Reading Further section in your notebook.  
In this activity, you will review text from this long and wordy statute and explain it in simple, easy-to-understand language.  
Then, you will write your own statute. However, your statute will address a right that you believe should be part of your school's rules. You will also explain why students should have this right.



**Notes:**

N/A

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