THE BILL OF RIGHTS -- PLAIN AND SIMPLE

Learning Objectives: The students will
1. Explain the meaning of the amendments in the Bill of Rights.
2. Enhance their critical thinking skills by creating visual representations of the concepts expressed in the Bill of Rights.

Materials: Copies of the “Bill of Rights” attachment for each student, “The Bill of Rights—Plain and Simple PowerPoint Presentation or overhead transparencies of the “Bill of Rights” attachment, numbered slips of paper with the numbers 1-10 (each number may be used more than once so that there are enough slips for every student in the class), copies of the scroll attachment

Vocabulary: Arms, assembly, Bill of Rights, crime, expression, jury, petition, press, religion, search warrant, speech, testify, trial

Teaching Strategy:
1. Give each student a copy of the Bill of Rights attachment. Using the Bill of Rights—Plain and Simple PowerPoint Presentation or overhead transparencies of the “Bill of Rights” attachment, lead a class discussion concerning the meaning of each of the amendments.

2. Have each student draw a slip of paper with a number (1-10). Explain that the number they draw represents the amendment that they are going to illustrate in Alice 3-D Program. (Students should not tell anyone which amendment they chose.)

3. Give each student a graphic organizer to create a hard copy of their facts about their amendment. Instruct students to create a visual representation by drawing pictures and/or symbols to depict their assigned amendments. They should not, however, list the number of their amendments anywhere on their drawing because their classmates are going to try to figure out which amendment is represented on their final project. Students should include their number of the amendment at the end of their presentations, along with their names.

4. After students have completed their draft, students will proceed with creating their amendment in a 3-D visual to demonstrate their understanding of the amendment. Students are expected to be creative in demonstrating their assigned amendment. Students will share their amendment with their classmates. Students will check to see if their classmates can guess which amendment.

5. Debrief students by revealing the identity of the amendment represented in each visual. Discuss which amendment students think is the most important in their lives and which is the least important.
6. Ask students to respond orally or in written form to any or all of the following questions:

• Which amendment did you think was the most creative? Why?
• Which amendment exhibited the best use of symbolism? Why?
• Which amendment was the most difficult to analyze? Why?
• What feelings did your favorite amendment give you?
• What was the most difficult thing about creating your own visual? Why?
• If you could choose a song to accompany the visual you created, what song would you choose? Why?
• A new amendment that I think should be added to the Constitution is ____________________________ because ____________________________
• This lesson about the Bill of Rights has made me realize that ________________________________

Extension for Gifted/Talented: Have students create a Student Bill of Rights. They should compose ten amendments representing the rights that they believe each student in their classroom should have. Students should defend their choices through a debate or by giving persuasive speeches.