

ESSENTIAL QUESTION:

Why does the Bill of Rights need to protect more than individuals from Government?

GOALS and FIT:

Goals: students will see that the Bill of Rights protects citizens from more than just large government
Fit: The Bill of Rights protects citizens' rights, regardless of who is trying to abuse them

OBJECTIVES:

- A. Students will question why the Bill of Rights were written for a select few people
To make this more user-friendly for students, why not consider how this 'questioning' will look when folks do it as you imagine. The to using objectives in the classroom to frame instruction is to build them so that they can not practice FOR the test but work with concepts in such a way as to enable them to tackle the content and or skill set as the teacher imagines. By allowing students to kick the tires so to speak with our objectives we can often uncover misconceptions or places where we, the teachers, were not as clear as we thought we were!
- B. Students will explain in their own words what racism means to them Compare this to Obj A. You not only spell out WHAT you want them to be able to do but HOW you expect them to be able to show you. THAT is key to a good objective – the HOW and the WHAT are a part of a really clear, student friendly outcomes based objective.
- C. Students will write an essay explaining **how they make sense** of racism today Ouch... is this really clear to the students? YOU know what making sense means to you but.....
- D. Students will question what their responsibility as an American citizen is to make sure this doesn't continue See obj A

STANDARDS:

5.2.12A - Evaluate an individual's civic rights, responsibilities and duties in various governments.
5.2.12C - Interpret the causes of conflict in society and analyze techniques to resolve those conflicts.

MATERIALS:

Teacher Materials: Powerpoint

Student Materials: piece of paper to write essay on!

OPENER:

Preclass – What does the Bill of Rights protect citizens from other ?? always be more transparent... put some nouns here!!! other whats??? than large government?? Also does this really make complete sense, by definition, to all of your students???? Let's discuss what this question could look like and still fill the bill for your lesson! ? Is this important?

BODY OF THE LESSON:

- A. This lesson is meant to be thought provoking
 - a. Other than the preclass, the only other thing the students will have with them is going to be a piece of paper to write their essay on at the end
- B. Power point
 - a. This is going to be the crux of the lesson
 - b. Students will watch the power point slide by slide and see how civil rights have been abused since the writing of the 14th Amendment
 - c. I want students to see that the Bill of Rights is still important today, even though they don't think about it that way
 - d. Students keep saying "we have the freedom to..."
 - i. Where do these freedoms come from?

- ii. Does everyone get these freedoms?
- e. I am going to huddle the class around the promethean board for this lesson
 - i. I want to make it a more intimate class than just the formal lesson they are used to
 - ii. Changing the atmosphere will change their thoughts on what they are looking at So this is your working hypothesis? I am guessing so given what you gave me as marching orders for the day.
- f. during each slide there will be ample time to see what is being presented
 - i. from the Gettysburg Address to the lynching photos
- C. To understand the lesson format, look at the slides accompanying this lesson plan
 - a. Start in 1868 and end in mid 1980's
 - b. students will consider questions like:
 - i. is it ok to not know what is still going on today racism wise?
 - ii. What is your responsibility as a student?
 - iii. What can you do about it?
 - iv. Why does it matter?
 - v. So what now?

CLOSURE:

- A. To close this lesson students will write an essay on "how they make sense of this now" MUCH TOO VAGUE.... Remember, never use pronouns in teaching... for every student who knows precisely for what a given pronoun stands, there is another student who needs to ask a neighbor "what's going on?"
 - a. I am going to clarify this idea because it is very abstract – how ... by practicing what you will say as you write a lesson plan, you will clarify the ultimate product. Bullets here would have been excellent. I KNOW you think these things through BUT.....
 - b. Basically I want students to think about what this means to them right now as 17-18 yr. olds
 - c. I want students to think about how this can still be happening 220 years later
 - d. This entire lesson is meant to open their eyes to the saying: the more things change, they more they stay the same" Where is this in the objectives? This sounds like a different overall goal than what the objectives state. OUCH.

ASSESSMENT/EVALUATION:

- A. Essay they write at the end of class
 - a. This will be turned in as their exit ticket

PERSONAL REFLECTIONS / NOTES:

This lesson went better than I could have imagined. I had the students bring their desks close to the front and that changed the entire feel of the class. I was bold in telling the students they could pay attention if they wanted to (ie I said they could play on their phones or sleep but they just couldn't distract others) but it paid off in that none of the students did that.

The students contributed often and I didn't even ask for hands because they waited to speak and listened to each other. I would pose questions like "what does this cartoon mean to YOU?" and the students wouldn't answer right away. They took their time and thought about it before speaking.

I will definitely use this lesson again. The changes I'll make are: 1. have the students write essays for homework. There was not enough time to do them in class 2. I'd like the students to know the Gettysburg Address before I bring it up on the day I teach this lesson so I'll get the students familiar with it the day before. I think this might change the discussion dynamics 3. I'd like to show the students clips of "Birth of a Nation". Maybe even screen it?

This lesson had summative assessments (discussion) and formative assessments (essays). Pam also observed this lesson being taught so check for feedback after she returns it.