

COMMON CORE
Lessons & Activities

BILL OF RIGHTS

Reading for Information

Higher-Order Thinking

Writing Prompts

Primary Source Analysis

Vocabulary

Graphic Organizers

Map Activities

& More!

REPRODUCIBLE

One teacher is allowed to make copies for use in her/his classroom!



Common Core Lessons & Activities: The Bill of Rights

By Carole Marsh

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G: Includes Graphic Organizer

GO: Graphic Organizer is also available 8½" x 11" online
download at www.gallopade.com/client/go
(numbers above correspond to the graphic organizer numbers online)

About this Book

This Common Core Lessons and Activities Book allows you to immediately meet new Common Core State Standards for English Language Arts, as well as Literacy and Writing in History/Social Studies. It is designed to supplement your Social Studies resources, adding new Common Core rigor, analysis, writing, inference, text-dependent questions, and more into your daily instruction.

How to Use this Book:

- Work through the lessons and activities as a class to teach your students higher-order thinking, analysis, and 21st century skills necessary to meet new Common Core expectations.
- Allow students to work through the lessons independently to build and practice these new skills.
- Include technology, collaboration, presentation, and discussion in the activities as you desire—you can decide how in-depth to go.
- Watch your class develop new abilities to meet the rigor of Common Core State Standards, right before your eyes!

Tips:

- Use some of the pages—or use them all—based on your grade, your students, your curriculum, and your needs.
- Use the pages at their current size, or if you prefer them to be 8-1/2" x 11", enlarge them 125% on your copy machine.
- Download graphic organizers labeled “GO” in the Table of Contents by going to: www.gallopade.com/client/go
- Use the correlations grid to easily see which Common Core standards are covered in each lesson.

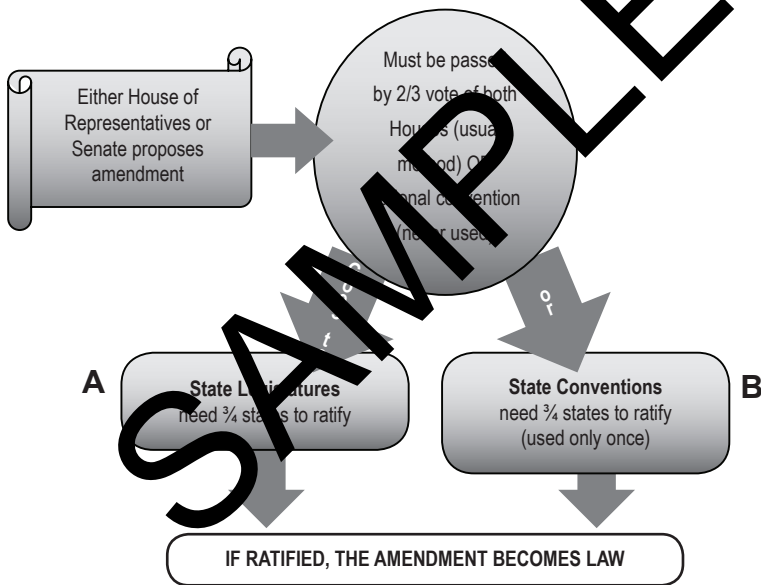
GRAPHICAL ANALYSIS

Amending the Constitution

Use the text and the flowchart to answer the questions.

Changes to the Constitution are called amendments. At the first Federal Congress in 1789, James Madison proposed to amend, or change, the brand-new Constitution to better protect individual rights. His proposal was debated in both houses of Congress. In the end, both Houses voted and agreed to send twelve proposed amendments to the state legislatures for ratification. The states ratified ten of them. These are known as the Bill of Rights.

Process to Amend the U.S. Constitution



1. What is the first step in amending the Constitution?
2. In order for a proposed amendment to be passed on to the states for ratification, what must happen first?
3. Use evidence from the text and flowchart to determine where (either A or B) the Bill of Rights amendments were debated and ratified.
4. Cite evidence to support the statement, "Amending the Constitution is a difficult process."

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The First Amendment

The First Amendment to the U.S. Constitution guarantees protection of five individual rights. It also limits the government from making laws that infringe upon those rights.

Read the texts and answer the questions.

The First Amendment

“Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.”

Most Supreme Court justices have agreed that the First Amendment is not without limits. Although the First Amendment protects the right to free speech, it does not protect speech that is untruthful, false, or dangerous to the security of the government. To summarize, the First Amendment has limitations on writing and saying things that are harmful to others; these are known as libel and slander. In addition, the First Amendment does not protect violent or forceful assembly.

1. List the five rights protected by the First Amendment.
2. Using evidence from the text, define libel and slander. Give two examples that highlight the difference between the two words.
3. The First Amendment says that Congress cannot make laws that abridge, or limit, the freedom of speech. Does this mean that you can say anything you want any time you want? Write a short response, and use evidence from the text to support your argument.
4. What word in the First Amendment limits the people’s right to assemble?
5. List the First Amendment rights in order of importance to you. Compare your list with other students’ lists and discuss.

PRIMARY SOURCE ANALYSIS

March on Washington

In the 1960s, many African Americans and white Americans urged President Kennedy and Congress to make a law that would guarantee equal rights and quality education for African Americans. In 1963, more than 250,000 people gathered in Washington, D.C., to assert their First Amendment rights and get Congress' attention! This March on Washington sent a clear message to Congress to vote "Yes!" on civil rights legislation.

Look at the photo from the March on Washington and answer the questions.



Courtesy of National Archives

1. What First Amendment rights did the March on Washington demonstrate?
2. How has the First Amendment been important to the Civil Rights Movement?
3. Is the right to free speech important today? Give an oral report predicting what would happen if the right to free speech were taken away.
4. Why did protesters choose to march on Washington, D.C., instead of another city?