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**The Bill of Rights**

Which amendment should be on our billboard?

**Adapted from CPALMS lesson #69420**

**Social Studies Benchmarks:**

**Grade: 5**

**Social Studies Benchmarks:**

**SS.5.E.1.2** Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.

Note: For this lesson, the focus is on the first part of this benchmark. In order to understand a market economy, students need to understand basic economic concepts (i.e. wants, needs, choice, resources, etc.).

**SS.3.E.1.3** Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.

**SS.1.E.1.2** Define opportunity costs as giving up one thing for another.

**SS.5.C.3.5** Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.

**English/Language Arts Standards:**

**LAFS.5.RI.1.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**LAFS.5.RI.3.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

**LAFS.5.W.3.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**LAFS.5.SL.1.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

For this decision-making lesson, students will discuss criteria for choosing the amendment from the Bill of Rights that would be the best choice for a city hall’s new billboard based on information provided by Internet articles and videos. Using this information, students will rank their choices and explain how they reached their decisions.

**Problem**

Which amendment would be the best focus for Pinewood?

**Alternatives**

Four amendments: Amendment 4 (right to privacy), Amendment 5 (right to a fair and legal trial), Amendment 6 (right to a speedy trial), and Amendment 7 (right to trial by jury)

**Criteria**

Protection to health, property, finances, and family

**Decision**

Which amendment did you choose? How did you make that decision?

Read the letter from the City of Pinewood and discuss the decision that the students need to make (which one of the Bill of Rights would be the best amendment to put on the city hall’s new billboard). Discuss the criteria that the class included regarding how to choose the amendment (which amendment best promotes protection to health, property, finances, and family).

1. Read the letter from the City of Pinewood. What is the problem? Why is it important to understand our early documents? Why is the Bill of Rights an important American document: (picture is located at the bottom of this lesson plan).
2. Use the following link from the Bill of Rights Institute to review the Bill of Rights. <http://billofrightsinstitute.org/founding-documents/bill-of-rights/>
	1. There is a link to download a PDF file of the Bill of Rights.
3. Talk with students about how the Bill of Rights allows us to make choices related to the goods and services we enjoy everyday. These rights protect us from the government or other citizens entering our homes, taking us to jail, preventing us from meeting in groups or clubs, or talking freely about the things that are important to us.
4. Provide students with the note-taking tool. Review the alternatives and criteria related to the billboard.
5. Use the following links to research each of the four amendments:
* The National Center for Constitutional Studies <https://nccs.net/online-resources/us-constitution/amendments-to-the-us-constitution/the-bill-of-rights-amendments-1-10>
* Scholastic News: The Bill of Rights (student friendly language) <http://www.scholastic.com/browse/article.jsp?id=7467>
* You Tube video (song) [https://www.youtube.com/watch?v=HWPTjFbBj10](https://www.youtube.com/watch?v=HWPTjFbBj10" \t "_blank)
1. After all information has been gathered, use the matrix to start a discussion on Amendment 4. What notes were made related to each of the criteria? Does Amendment 4 protect our health, property, finances, and families? If yes, how?
2. Repeat this process for the other amendments.
3. In teams the students will work together to evaluate the completed matrix and make a decision regarding the amendment that best reflects the interests of Pinewood. Students will then rank each amendment from first to last.
4. Students will then present their findings to the class, giving the reasons why ranked the choices as they did and the procedure of how they got to that decision. What is the opportunity cost (the next-best amendment for the billboard)?
	1. Encourage students to discuss each step in their processes for making their choices. What did they do first? After that?
5. Students write a letter to the mayor of Pinewood reporting:
* how they ranked each location
* the process they used for making their choices and
* why the amendment they chose is the best one for the new city hall billboard.

A frame can also be used:

Date:

Dear Mr. Mayor,

Our team has reviewed information on the four amendments that you provided and are suggesting the following for your new billboard. We have ranked amendments in order beginning with our top choice.

Top Choice:

Alternate Choice #1:

Alternate Choice #2:

Alternate Choice #3:

Our step-by-step procedure for ranking the choices in this way was:

Thank you for the opportunity to assist you with this project!

Sincerely,

Extension/ideas:

* Create a presentation for the Mayor that shows the design of the new billboard.
* Look for instances of the lesson’s economic terms in other texts in Unit 2.
* Read more about the Bill of Rights at ReadWorks:
	+ [https://www.readworks.org/article/Right-On!/a90b6ec0-23e7-423a-8c99-92e30ed85714#!articleTab:content/](https://www.readworks.org/article/Right-On%21/a90b6ec0-23e7-423a-8c99-92e30ed85714#!articleTab:content/)

Differentiation:

* Reduce alternatives and/or criteria.
	+ Create a new letter from the Mayor’s office asking students to reconsider their choices based on different alternatives/criteria
* Increase alternatives and/or criteria.
	+ Same as above
* Provide note-taking tools with some of the information already filled in.

