

# “Do I Have a Right” Lesson Plan

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| <b>Grade Levels:</b><br>4-8th                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Materials:</b><br>Chromebooks<br><a href="#">Self-Paced Pear Deck Link</a><br><b>OR</b> if a teacher wants to run their own Pear Deck- <a href="#">use THIS SLIDE DECK LINK</a> and run your own Pear Deck | <b>Time Needed:</b><br>45 min- 1 hr |
| <b>Goal/Strategic Priority:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Strategic Priority #2: Rigorous Instruction</b> ◦ Support teachers to provide students with rigorous, culturally sustaining, grade-level instruction that leverages high quality instructional materials and is continually responsive to students’ progress.</li> <li><input type="checkbox"/> <b>Strategic Priority #3: Engaged Students</b> ◦ Cultivate safe schools and classrooms that keep all students engaged in their learning by ensuring they each have access to robust academic, social-emotional, and extracurricular opportunities that meet their individual needs.</li> <li><input type="checkbox"/> <b>Goal 4: K-12 Skills, Mindsets, and Habits:</b> ◦ Increase the percentage of students who demonstrate the skills, mindsets, and habits most ◦ aligned to life success: perseverance, self-regulation, self-efficacy, and social awareness from X in 2023 to Y in 2029 as measured by an evidence-based and aligned tool</li> </ul>                                                                                                                                                                                                                               |                                                                                                                                                                                                               |                                     |
| <b>Content Standards:</b><br><br><b><u>Elementary Subject:</u></b> Social Studies/History<br><br><b>Standard 1:</b> Understand the principles and ideals underlying the United States Constitution and the Bill of Rights. <ul style="list-style-type: none"> <li>• Identify and explain the purpose of the Bill of Rights.</li> <li>• Recognize key amendments in the Bill of Rights (e.g., First Amendment, Second Amendment).</li> <li>• Describe how the Bill of Rights protects individual rights.</li> </ul> <b>Standard 2:</b> Analyze the structure and functions of the United States government. <ul style="list-style-type: none"> <li>• Identify the branches of government and their roles.</li> <li>• Explain the concept of checks and balances in government.</li> </ul> <b>Standard 3:</b> Engage in activities to understand and demonstrate respect for democratic values. <ul style="list-style-type: none"> <li>• Participate in discussions about rights and responsibilities.</li> <li>• Identify ways citizens can contribute to their communities.</li> </ul> <b><u>Middle School Subject:</u></b> Social Studies/History<br><br><b>Standard 1:</b> Understand the historical development and principles of the United States Constitution and the Bill of Rights. |                                                                                                                                                                                                               |                                     |

- Analyze the reasons for the inclusion of the Bill of Rights in the Constitution.
- Examine the impact of the Bill of Rights on individuals and society.

**Standard 2:** Explain the structure and functions of the United States government.

- Describe the role of each branch of government and how they interact.
- Evaluate the significance of checks and balances in maintaining a balanced government.

**Standard 3:** Evaluate the rights, responsibilities, and privileges of United States citizens.

- Analyze the implications of various amendments in the Bill of Rights on individual freedoms.
- Discuss civic participation and responsibilities in a democratic society.

**By the end of the lesson, students will be able to:**

- Correctly define right as it pertains to civil protections.
- Describe rights he/she feels people should have.
- Identify the protections given by the Bill of Rights and later amendments.
- Analyze legal conflicts and identify which amendments apply.
- Recognize conflicts which do not involve constitutional rights.

### **Introduction:**

Briefly share with students the Bill of Rights and tell them about the first 10 amendments.

Have students log into their Chromebooks- and use the Self-paced Pear Deck Link below to link to the independent lesson.

### **Lesson:**

1. Give students the [SELF-PACED PEAR DECK LINK](#)
2. Students will work independently through the pear deck which includes
  - A student instructional video
  - Audio and visual directions
  - Links to a digital "Do I have a Right" game
3. Students will independently work through the first 10 amendments with the bill of rights. They will then use that knowledge to link to the [i-Civics Do I Have a Right game](#)

### **Assessment:**

The assessment for the lesson is built into the Self Paced Pear Deck activity.

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