

Common Core Lesson Plan

Topic: The United States Constitution

Title: Our Evolving Views of Individual Rights

Overview: For this lesson, students will examine excerpts from the Constitution and several amendments with the goal of analyzing the evolving views of individual rights through the history of the United States. While this lesson could be utilized at several points in the study of American history, it is designed for use during the study of the writing and content of the Constitution. The premise of this lesson is based on sample texts identified in Appendix B of the Common Core State Standards.

Resources (primary resource documents, artifacts, material needs, etc.)

- Excerpts from the US Constitution and the Amendments
- Modified version of the excerpts
- Supplemental text, *Words We Live By: Your Annotated Guide to the Constitution* from “We the People ...” for use at the teacher’s discretion
- Sample Graphic Organizers

Common Core Standards

- RH 1, 2, 3, 10
- WHST 1, 4, 7, 9, 10

Essential Standards

- All

Background Information

- Students should have an understanding of democratic processes and background knowledge about the history of slavery in pre-revolutionary America.

Instructional Sequence (before, during, and after instruction)

Step 1

Anticipatory Set: Students will begin by answering the prompt, “Who should have the right to vote?” or another related prompt selected by the teacher. After a few minutes, the teacher should lead a class discussion about voting rights. This conversation should be directed into a conversation about citizenship in general.

Step 2

Students will analyze the texts provided in order to determine the nation’s evolving expectations for the government’s role in protecting the rights of individual citizens in the United States. This will begin with the teacher providing (through handouts, document camera, projector, online, etc.) excerpts from the Constitution and Amendments 1, 13, 14, 15, and 19. If needed, a supplemental text is provided, however, this should be chosen strategically as it most likely will lead students to conclusions that would be more powerful when arrived at on their own.

Step 3

Students will read and annotate the text selections. The teacher should guide them in this process. Students should note difficult vocabulary and key points for each excerpt.

Step 4

After reading and annotating the excerpts, students will determine how the rights of the individual have changed over time.

Step 5

Students will identify specific examples that support their conclusions.

Step 6

Students will create a graphic representation illustrating the evolution of individual rights in the United States. The teacher will determine the amount of guidance each student needs in making this selection. Sample graphic organizers are provided, however, these should be used sparingly as handouts. Instead, students should be encouraged to create their own.

Step 7

Students will write a summary of their findings using some form of informational text. A sample template is attached. This template, a mock page from a textbook, may serve as an example of the variety of written forms that the final product might take and may be altered in any way, or might not be used at all. Again, the teacher will determine the amount of guidance each student needs to complete this step. Regardless, students must include their citations in the finished product.

Step 8

Students will work with peers to revise and edit their writing.

Step 9

Students will utilize technology, when possible, to publish their final drafts.

Step 10

Formative Assessment: The teacher will assess student progress throughout the course of this lesson. Formative assessment will include each student's response to the original prompt, his/her annotations of the provided texts, and his/her progress in completing each step of the writing progress. The teacher may adjust the lesson and/or expectations based on the student's progress through each of these steps.

Step 11

Summative Assessment: Additionally, the teacher may utilize various steps as summative (graded) assessments. The published assignment should be used as a summative assessment for the lesson. Additional forms of summative assessment may be utilized. A sample of a short quiz is provided.

Our Evolving Views of Individual Rights

Directions

Analyze the texts provided in order to determine the nation's evolving expectations for the government's role in protecting the rights of individual citizens in the United States.

- Read and annotate the text selections.
- Determine how the rights of the individual have changed over time.
- Identify specific examples that support your conclusions.
- Create a graphic representation illustrating the evolution of individual rights in the United States.
- Write a summary of your findings using some form of informational text.
- Include your citations in your finished product.

Preamble and Amendment to the United States Constitution.

Preamble

We, the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution of the United States of America.

Article I, Section 2

...their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other Persons...

Amendment I

Congress shall make no law respecting the establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of

the press; or the right of people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment 13

Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Amendment 14

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Amendment 15

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude

Amendment 19

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

Our Evolving Views of Individual Rights

Directions

Analyze the texts provided in order to determine the nation's evolving expectations for the government's role in protecting the rights of individual citizens in the United States.

- Read and annotate the text selections.
- Determine how the rights of the individual have changed over time.
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- Include your citations in your finished product.

Preamble and Amendment to the United States Constitution.

Preamble

Introduction

Preamble

Justice

Lawfulness, legal equality

We, the People of the United States, in Order to form a more perfect Union,

Domestic

Home, household

establish Justice, insure domestic Tranquility, provide for the common defence,

Tranquility

Calm, peaceful

promote the general Welfare, and secure the Blessings of Liberty to ourselves

and our Posterity, do ordain and establish this Constitution of the United States

Defence

Defense, protection

of America.

Posterity

Future generations, descendants

Article I, Section 2

...their respective Numbers, which shall be determined by adding to the whole

Ordain

Establish, create

Number of free Persons, including those bound to Service for a Term of Years,

Their...3/5 of all other Persons

This is the 3/5 compromise, stating slaves were to be counted as 3/5 of a person when counting for taxes

and excluding Indians not taxed, three fifths of all other Persons...

Amendment I

Amendment I

Freedom of religion, etc.

Congress shall make no law respecting the establishment of religion, or

prohibiting the free exercise thereof; or abridging the freedom of speech, or of

Prohibiting/abridging

Limiting

Redress
Correct

the press; or the right of people peaceably to assemble, and to petition the Government for a redress of grievances.

Grievances
Complaints

Amendment 13

Amendment 13, 14, 15
Passed as a result of the Civil War, these amendments addressed the rights of people of color, including former slaves...outlawed slavery and gave people of color the right to vote

Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Amendment 14

Jurisdiction
Control

All persons born or naturalized in the United States, and subject to the

Naturalized
Given citizenship

jurisdiction thereof, are citizens of the United States and of the State wherein

Abridge
Limit

they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State

Privileges
Rights

deprive any person of life, liberty, or property, without due process of law; nor

Immunities
Exemptions, things they do not have to do

deny to any person within its jurisdiction the equal protection of the laws.

Amendment 15

Deprive
Take away

The right of citizens of the United States to vote shall not be denied or abridged

by the United States or by any State on account of race, color, or previous

Servitude
Slavery

condition of servitude

Amendment 19
Gives women the right to vote

Amendment 19

The right of citizens of the United States to vote shall not be denied or abridged

by the United States or by any State on account of sex.

Our Evolving Views of Individual Rights: Vocabulary

Page 1

Preamble: Introduction

Justice: Lawfulness, legal equality

Domestic: Home, household

Tranquility: Calm, peaceful

Defence: Defense, protection

Posterity: Future generations, descendants

Ordain: Establish, create

Their...3/5 of all other Persons: This is the 3/5 compromise, stating slaves were to be counted as 3/5 of a person when counting for taxes

Amendment I: Freedom of religion, etc.

Prohibiting/abridging: Limiting

Page 2

Redress: Correct

Grievances: Complaints

Amendment 13, 14, 15: Passed as a result of the Civil War, these amendments addressed the rights of people of color, including former slaves...outlawed slavery and gave people of color the right to vote

Jurisdiction: Control

Naturalized: Given citizenship

Abridge: Limit

Privileges: Rights

Immunities: Exemptions, things they do not have to do

Deprive: Take away

Servitude: Slavery

Amendment 19: Gives women the right to vote

Words We Live By: Your Annotated Guide to the Constitution from “We the People ...”

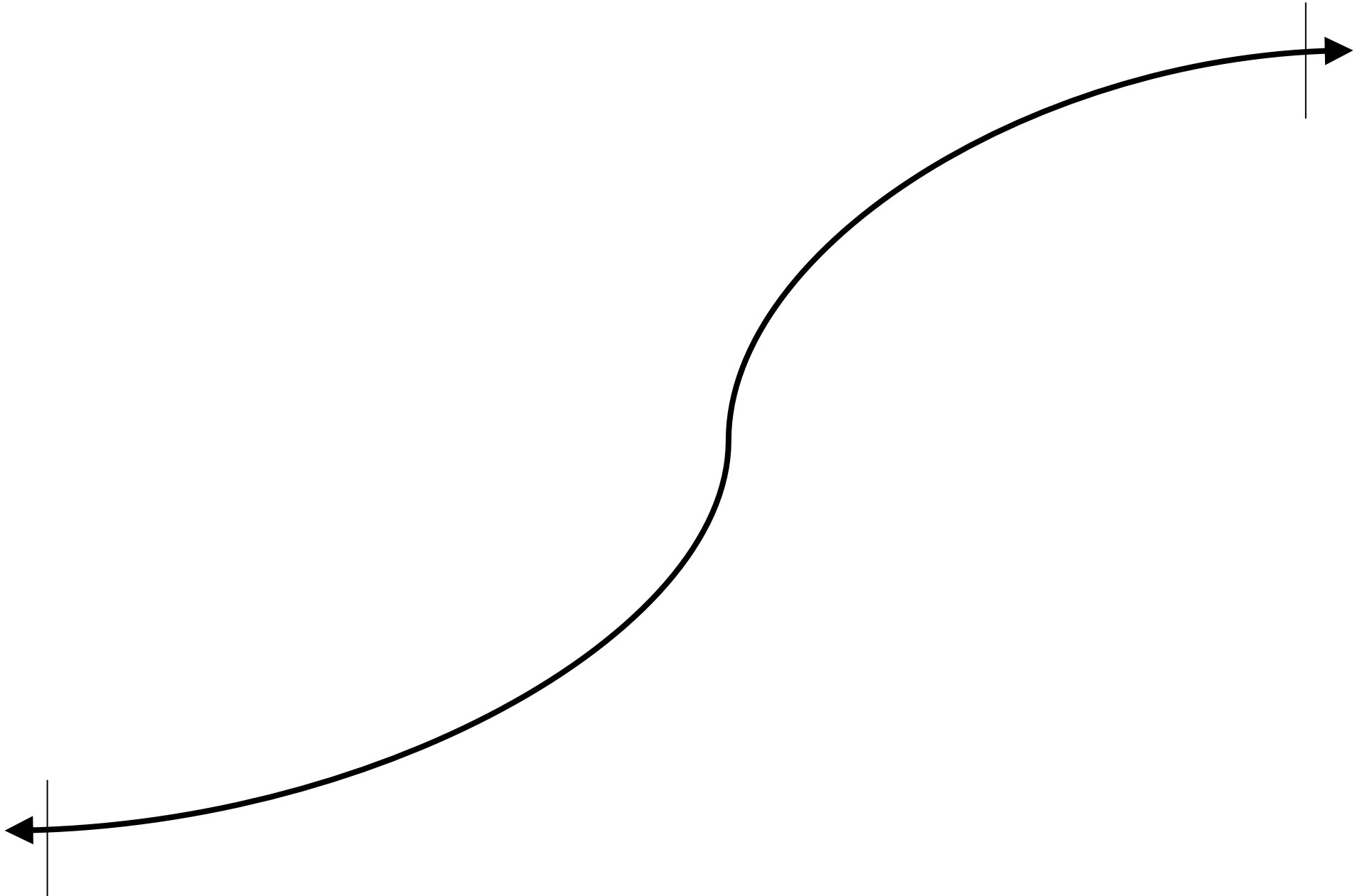
The first three word of the Constitution are the most important. They clearly state that the people—not the king, not the legislature, not the courts—are the true rulers in American government. This principle is known as popular sovereignty.

But who are “We the People”? This question troubled the nation for centuries. As Lucy Stone, one of America’s first advocates for women’s rights, asked in 1853, “‘We the People’? Which ‘We the People’? The women were not included.” Neither were white males who did not own property, American Indians, or African Americans—slave or free. Justice Thurgood Marshall, the first African American on the Supreme Court, described the limitation:

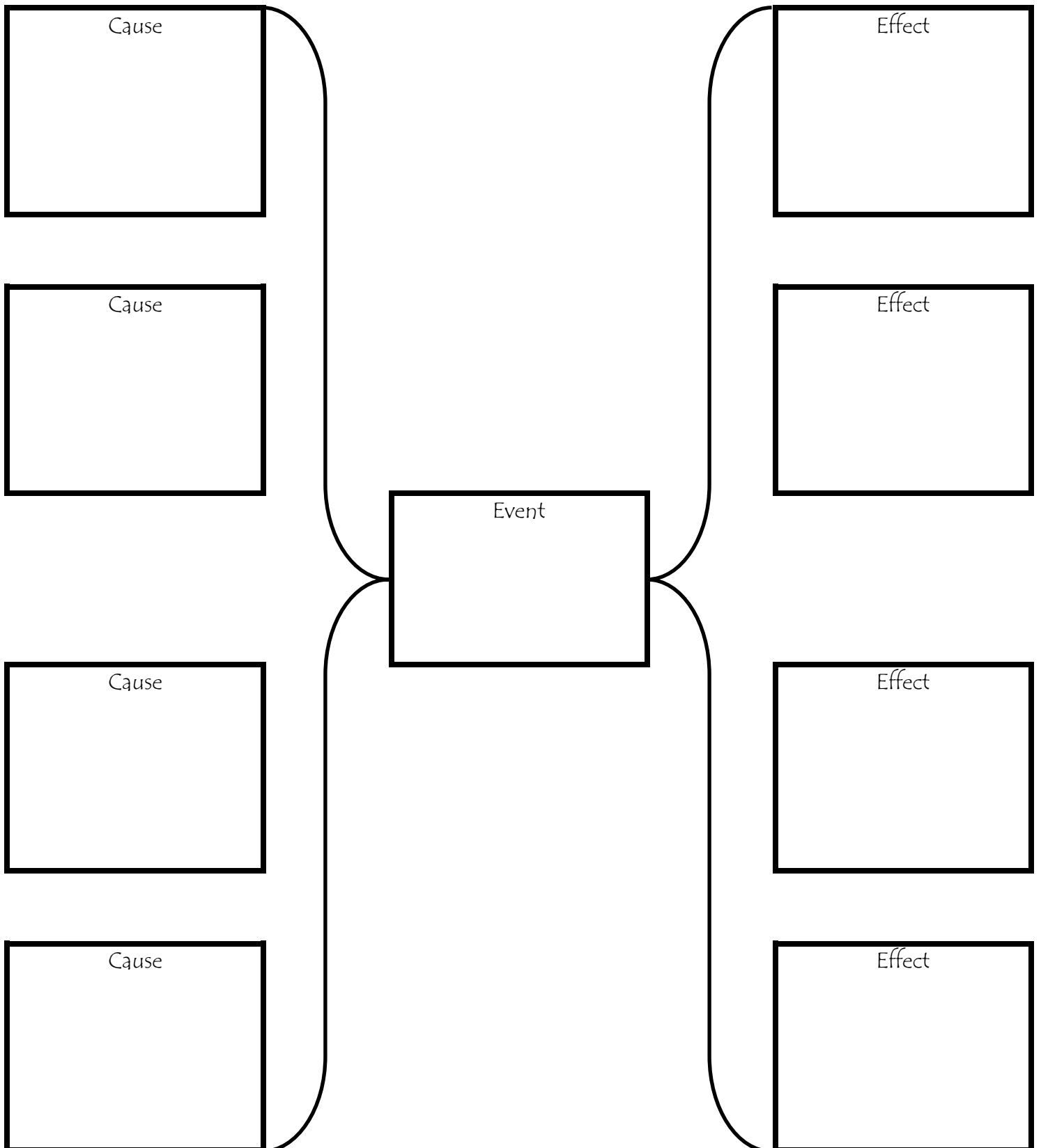
For a sense of the evolving nature of the Constitution, we need look no further than the first three words of the document’s preamble: ‘We the People.’ When the Founding Fathers used this phrase in 1787, they did not have in mind the majority of America’s citizens . . . The men who gathered in Philadelphia in 1787 could not . . . have imagined, nor would they have accepted, that the document they were drafting would one day be construed by a Supreme court to which had been appointed a woman and the descendant of an African slave.

Through the Amendment process, more and more Americans were eventually included in the Constitution’s definition of “We the People.” After the Civil War, the Thirteenth Amendment ended slavery, the Fourteenth Amendment gave African Americans citizenship, and the Fifteenth Amendment gave black men the vote. In 1920, the Nineteenth Amendment gave women the right to vote nationwide, and in 1971, the Twenty-sixth Amendment extended suffrage to eighteen-year-olds.

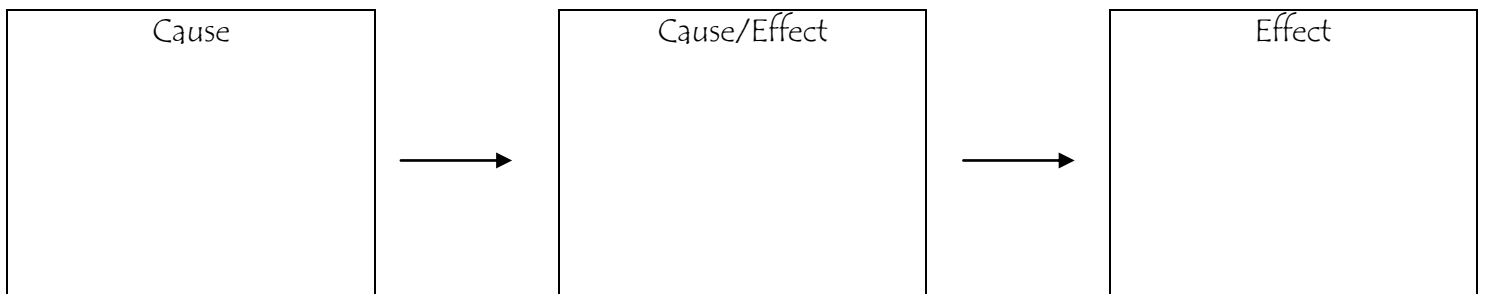
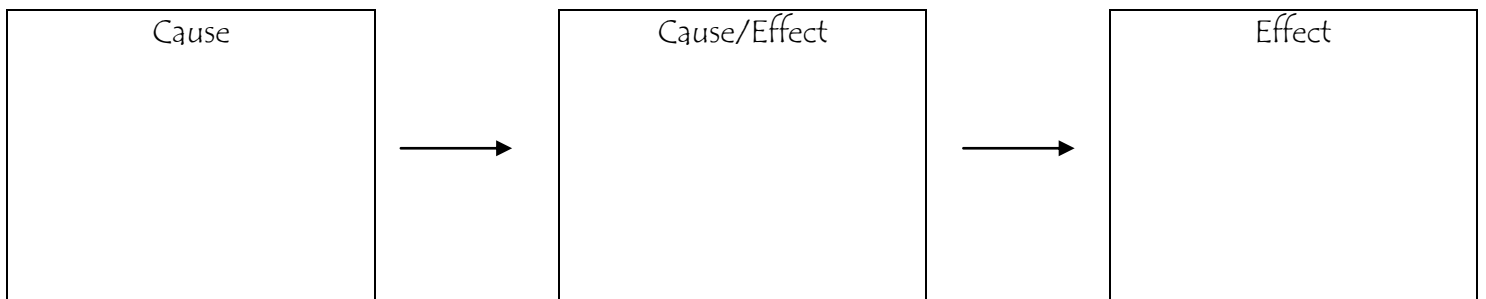
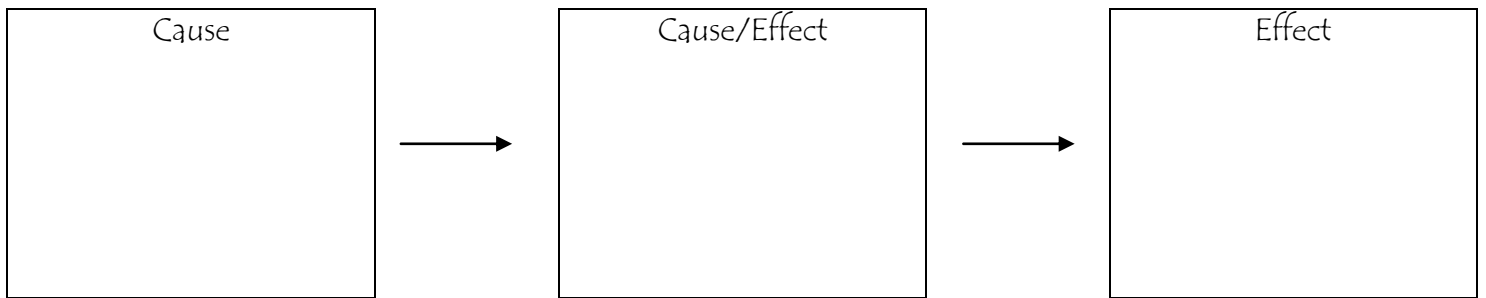
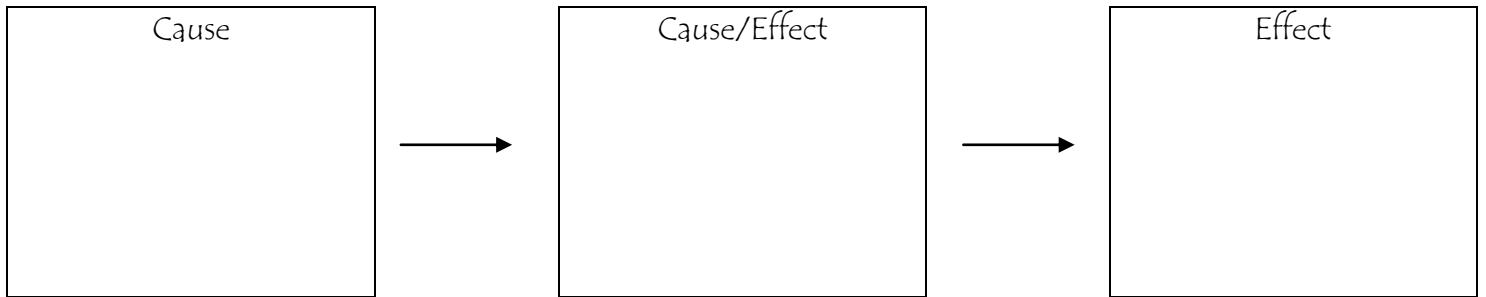
Timeline



Cause – Event-Effect



Cause – Event-Effect



My Textbook Page

Chapter Title:			
Section #		Anecdotal Writing	Text
	Main Idea(s)		
		Text	
	Key Terms		Related Chart/Graphic
	Recommended Strategy		
			Caption
Section Assessment			

Our Evolving Views of Individual Rights: Summative Assessment

1. What is the Preamble?
 - a. An introduction that explains the purpose of the Constitution
 - b. A statement of grievances against the Confederation government
 - c. A restatement of the Declaration of Independence
 - d. A bill of rights
2. Which of the following is **NOT** a purpose of the United States government as defined by the Constitution?
 - a. To keep peace in the nation
 - b. To make all Americans free now and in the future
 - c. To repay the people who had fought in the Revolution
 - d. To defend the people from invasion
3. If the Constitution were an essay for history class, the Preamble would be
 - a. The body.
 - b. The conclusion.
 - c. The thesis statement.
 - d. The supporting details.
4. Which of the following rights and freedoms is **NOT** specifically stated in the first Amendment?
 - a. Freedom of religion
 - b. Freedom of speech
 - c. Freedom of assembly
 - d. Freedom of privacy
5. What do the 15th and 19th Amendment have in common?
 - a. They each define the rights of all citizens.
 - b. They each undo previous amendments.
 - c. They each give voting rights to a new group of citizens.
 - d. They each limit the rights of a group of citizens.
6. Which of the following is an important part of the 14th Amendment?
 - a. It protects all citizens' freedom of speech.
 - b. It defines citizenship.
 - c. It abolishes slavery.
 - d. It protects women.
7. The Fourteenth Amendment guarantees
 - a. That states will not deny anyone equal protection of the laws.
 - b. That everyone except criminals will be counted when figuring a state's number of representatives in Congress.
 - c. The right to vote to all former slaves.



- d. The same rights as those named in the Fifth Amendment.
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- 8. The authors of our laws believed that it was the government's responsibility to ensure that future generations enjoy the same freedoms that they did? Where in the Constitution or its Amendments is this found?
 - a. The Preamble
 - b. The 1st Amendment
 - c. The 13th Amendment
 - d. The 19th Amendment

 - 9. Many people speak out about what they see as mistakes the President has made. Where in the Constitution or its Amendments is this written?
 - a. The Preamble
 - b. The 1st Amendment
 - c. The 13th Amendment
 - d. The 19th Amendment

 - 10. Today, men and women, regardless of color, have the right to vote. Where in the Constitution or its Amendments is this finalized?
 - a. The Preamble
 - b. The 1st Amendment
 - c. The 13th Amendment
 - d. The 19th Amendment