

## GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - LA, Reading	Cognitive Skill Level - Analysis	Correlation to Framework - 04.01/04.05	Lesson Number - 06
<p><b>Activity Title - It's My Right!</b></p> <p><b>Goal/Objective</b></p> <p>To analyze and evaluate information in order to draw appropriate conclusions.</p> <p><b>Lesson Outline</b></p> <p><b>Introduction</b></p> <p>Students are often asked to critique, draw conclusions about, analyze and evaluate written information. This activity has been developed to provide students an opportunity to make inferences and draw conclusions about the Bill of Rights. This activity combines reading and social studies material to help the student prepare for the GED Tests.</p> <p><b>Activity</b></p> <p>The Bill of Rights outlines the first 10 rights that are guaranteed to Americans by the Constitution. Brainstorm with students the basic rights that they have. List their responses on the board. Distribute copies of the Bill of Rights to each of the students. As a group, identify the rights the students did not include in their original brainstorming session. Provide students with copies of articles from the local newspaper, USA Today or news magazines such as Time, Newsweek that deal with issues that impact individual rights. Have students determine based on their analysis of the article, the Amendment which pertains to that article.</p> <p><b>Debriefing/Evaluation Activity</b></p> <p>Have students share their articles and the Amendment to which they are related.</p>		<p><b>Materials/Texts/Realia/Handouts</b></p> <ul style="list-style-type: none"> <li>• Handout—Bill of Rights</li> <li>• Articles from newspapers or news magazines</li> <li>• Pencils and paper</li> </ul>	
		<p><b>Extension Activity</b></p> <p>Have student search the local paper for news articles in which they believe a person's rights were violated. Identify the Amendment that addresses that right.</p>	
		<p><b>ESE/ESOL Accommodations</b></p> <ul style="list-style-type: none"> <li>• Highlight key concepts and words within the document</li> <li>• Provide a peer tutor to assist the student</li> </ul>	
<p><b>Real-Life Connection</b></p> <p>Have students determine which of the rights included in the Bill of Rights they would be willing to give up. Have students present oral arguments to the rest of the class outlining the right they would give up and how they reached that conclusion.</p>			

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### **Activity Title— It's My Right!**

#### **Introduction**

*Say:* One very important skill that you will need on the GED Tests is the ability to draw conclusions. *Ask:* What is a conclusion? A conclusion is a final decision. As an adult you draw conclusions everyday in your life. You may not express them that way, but you take information, analyze it and make a decision. It is important that you understand how to make inferences and draw conclusions as you prepare for the GED Test. This activity will use material from social studies. Rarely do we use academic skills in isolation when we are operating in the real world. This activity combines reading and social studies to help you build the skills you will need on both tests.

#### **Main Activity**

*Ask:* What are the basic rights of Americans understand the Constitution? Make a list of the students responses. The Bill of Rights outlines the first ten rights that are guaranteed to Americans. Distribute copies of the Bill of Rights to each of the students. As a group, identify the rights the students did not include in their original brainstorming session. Provide students with copies articles from the local newspaper, USA Today or of news magazines such as Time, Newsweek that deal with issues that impact individual rights. Have students determine base don their analysis of the article, the Amendment which pertains to that article.

#### **Debriefing/Evaluation Activity**

Have students share their articles and the Amendment to which they are related.

## The Bill of Rights

The first ten Amendments were ratified Dec. 15, 1791, and form what is known as the **Bill of Rights**.

### Amendment 1

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.

### Amendment 2

A well-regulated Militia, being necessary to the security of a free State, the right of the people to **keep and bear Arms**, shall not be infringed

### Amendment 3

**No Soldier shall**, in time of peace **be quartered in any house**, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

### Amendment 4

The right of the people to be **secure in their persons**, houses, papers, and effects, against **unreasonable searches and seizures**, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

### Amendment 5

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a **Grand Jury**, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to **be twice put in jeopardy** of life or limb; nor shall be compelled in any criminal case to be a witness against himself, not be deprived of life, liberty, or property, without **due process** of law; nor shall private property be taken for public use, without just compensation.

### Amendment 6

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defense.

### Amendment 7

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.

**Amendment 8**

**Excessive bail** shall not be required, not **excessive fines** imposed, nor cruel and unusual punishments inflicted.

**Amendment 9**

The enumeration in the Constitution, of certain rights, shall not be construed to **deny or disparage others** retained by the people.

**Amendment 10**

The **powers not delegated to the United States** by the Constitution, not prohibited by it to the States, **are reserved to the States** respectively, or to the people

**Lesson 9 Handout**  
**Lesson Assessment Sheet**

- ① Which Amendment gives you the right to own a gun?  
a. sixth  
b. second  
c. first
- ② Name two rights available to someone who has been arrested.  
\_\_\_\_\_  
\_\_\_\_\_
- ③ A newspaper in Oklahoma City obtained some graphic photos of young children killed in the bombing of the federal building there. It chose not to print the pictures. This self-restraint by the press was voluntary based on its right of \_\_\_\_\_ identified in the \_\_\_\_\_ Amendment.
- ④ If the accused cannot afford a lawyer, the court shall appoint a public defender to represent them. This right is guaranteed by the \_\_\_\_\_ Amendment.  
a. 4th  
b. 6th  
c. 1st
- ⑤ "A man's home is his castle." Which Amendment supports this saying?  
a. 2nd  
b. 4th  
c. 5th
- ⑥ Select what you feel is the most important individual right guaranteed in the Bill of Rights, and write a persuasive paragraph detailing why you feel that way.