

GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - Social Studies	Cognitive Skill Level - Application/Analysis	Correlation to Framework - 02.06, 02.07, 02.08	Lesson Number - 33
<p>Activity Title - Which Right Would You Surrender?</p> <p>Goal/Objective</p> <p>To evaluate the importance of the Bill of Rights in today's life through a survey process that includes the appropriate graphing of information.</p> <p>Lesson Outline Introduction</p> <p>Discuss that the 1st Ten Amendments to the Constitution of the United States are often called the Bill of Rights. Briefly review the different types of freedoms that are included in these Amendments and the importance of these rights in the lives of Americans.</p> <p>Activity</p> <p>Provide the class with copies of the Bill of Rights or you may wish to use the Handout—Synopsis of the Bill of Rights. Inform students that today they will have to forfeit one of these rights, making the Bill of Rights a nine amendment document. Discuss that they will need to carefully look at what each amendment entails and which of the freedoms would least impact their personal lives or which freedom they could most do without. Tell the class that they must choose a right that they are willing to give up; no options are provided.</p> <p>After students have chosen their amendment, tally the number of students who are willing to give up each right. Have the students graph the data from the survey.</p> <p>Debriefing/Evaluation Activity</p> <p>Identify the different types of graphs used by the class. Discuss why certain graphs are more appropriate for the data than other types. The GED Social Studies Test uses graphics in approximately 60% of the items and is an important skill for students to master.</p>			<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Copy of the Bill of Rights or Handout - Synopsis of the Bill of Rights • Chart paper/board and markers • Graph paper • Colored pencils/markers
			<p>Extension Activity</p> <p>Have students research the 2000 Election controversy by locating editorial cartoons on the Internet. Post the cartoons in the room and discuss the differing viewpoints. Ensure that all sides of the controversy are displayed.</p>
			<p>ESE/ESOL Accommodations</p> <p>Provide students with a synopsis of the basic rights or freedoms contained in each of the first ten amendments.</p> <p>Have students state in their own words the meaning of each of the first ten amendments.</p> <p>Assist students in the graphing process through providing graph outlines on which they can plot data.</p>
<p>Real-Life Connection</p> <p>Have students write a paragraph about how their lives would or would not change based on the forfeiture of a specific right. You may wish to have students use the right that they decided to forfeit or you may wish to use a specific right, such as freedom of speech or the right to a speedy trial.</p>			

GED 2002 Teachers' Handbook of Lesson Plans - Script

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Activity Title - Which Right Would You Surrender?

Introduction

Say: The 1st Ten Amendments to the Constitution of the United States are often called the Bill of Rights. These amendments outline some important and basic freedoms on which many of our laws are written. Without these freedoms, our lives in the United States would be very different.

Briefly review the types of freedoms for each of the amendments. You may wish to handout copies of the Bill of Rights or the **Handout - Synopsis of the Bill of Rights**.

Main Activity

Say: Today you are going to have to give up or forfeit one of these important rights, making the Bill of Rights a nine amendment documents. Look carefully at what each amendment entails and which of the freedoms would least impact your personal life or which freedom you could most do without. You must choose a right to give up. There are no other options available to you.

After students have had a few minutes to decide, take a survey of the class. *Ask:* Which of you are willing to give up Amendment 1, Amendment 2, etc. Document their answers on the board or on chart paper. After the numbers have been tallied, check whether every student has voted. *Say:* I notice that four of you were unwilling to give up a right. Since you were unwilling to vote, I will personally take away your freedom of speech - Amendment 1 right. Discuss the importance of taking a stand. Explain that in the United States, every citizen has the right and responsibility to let his/her voice be heard. The best example of this is through voting. However, if that right is voluntarily surrendered there can be serious consequences.

Say: Graphs are an important part of the GED Social Studies Test. In fact, approximately 60% of the questions use some kind of graphics. Using the information that we obtained from our survey, create a graph that displays this information.

Closure/Conclusion

When students have finished their graphs, compare and contrast the different types of graphs used. *Ask:* Why did you choose to use a bar graph? Pictograph? Line graph? Circle graph? What are the purposes of each of these graphs? Which would be the best graph(s) to use for this activity.

Follow-Up Lessons/Activities

Have students write a paragraph discussing the reasons that they selected a specific amendment to forfeit. Have the students share their rationale with the class.

**GED 2002 Teachers' Handbook of Lesson Plans
Social Studies Lesson 33 Handout**

Bill of Rights

The First 10 Amendments to the Constitution as Ratified by the States

Amendment 1

Freedom of religion, freedom of speech, freedom of the press, right to assemble peaceably, right to petition the Government

Amendment 2

Right to bear arms

Amendment 3

No soldier shall during peace time be quartered in any house without the consent of the owner

Amendment 4

Right to be secure in their homes, against unreasonable searches and seizure without probable cause

Amendment 5

No citizen shall be deprived of life, liberty, or property without due process of law, nor any property taken for public use without just compensation

Amendment 6

Right to a speedy and public trial by an impartial jury and assistance of counsel for his defense

Amendment 7

In common law suits, a citizen has the right to a trial by jury based on the rules of common law

Amendment 8

Excessive bail shall not be required, nor excessive fine, nor cruel and unusual punishment 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 U.S. by the Constitution, nor prohibited by it to the States, are reserved to the States or to the people