



**Literacy Design
Collaborative**

5C. Civil and Political Rights

by Rhonda C. Marynec, Richard R. Hattal, Marilyn D. Kline, Patty Linder, and Judith L. Irvin

This module is part of the *National Literacy Project (NLP) Civics Collection*, a comprehensive and sequenced group of modules aimed at providing a foundation for students to master the essential concepts of civic education. The entire collection of nineteen modules addresses all of the Florida Standards/Benchmarks in civics in grades K-6. Although the collection was aimed at Florida Standards/Benchmarks, the modules can be easily modified to fit civics and literacy benchmarks in another state.

Each module covers one to three weeks of classroom instruction. The modules can be successfully implemented as a schoolwide progression, with each grade's instruction building and deepening students' knowledge and skill. Or modules can stand alone, and teachers can implement modules that address particular standards/benchmarks, as needed. Some teachers use these modules as part of their reading/language arts block; others teach the modules during the time allocated for social studies.

The modules in the *NLP Civics Collection* cover all of the benchmarks in civics (for a matrix of all of the modules, see the Teacher Resources) that are addressed in either the teaching task *or* a mini-task; some benchmarks are covered *only* in a mini-task. Essential literacy standards (Language Arts Florida Standards) are also addressed in each module (for a matrix that lists all of the LAFS standards, see Teacher Resources). In addition, the modules are designed to reinforce the instructional shifts needed for college and career readiness:

- Building knowledge through content-rich texts
- Reading and writing grounded in evidence from text
- Regular practice with complex text and its academic vocabulary

Many Florida district content specialists, school level principals, and teachers participated in this project. In addition, the *National Literacy Project*, in collaboration with the *Florida Joint Center for Citizenship*, provided direction, guidance, and oversight for each module and the collection as a whole. Each module was field-tested by at least two teachers during January – May 2017. Systematic feedback was collected from 100+ teachers through a survey and virtual conversations. If you have suggestions to improve a module or feedback you would like to give, please contact Dr. Judith Irvin at jirvin@NLProject.org.

5C. Civil and Political Rights

In this module, students examine the purpose and power of the Bill of Rights, the amendment process, and voting rights. The focus is on how the Bill of Rights impacts the civic and political rights of citizens and limits the power of the government.

GRADES

5

DISCIPLINE

 **Social
Studies**

COURSE

 **Civics**

PACING

 **9hr**

Section 1: What Task?

Teaching Task

Task Template IE3 - Informational or Explanatory

After reading the Bill of Rights and informational texts on the Bill of Rights, write an essay in which you explain how one of the first ten amendments guarantees freedom to citizens and limits the power of government. Support your response with evidence from the text/s.

Standards

Social Studies Next Generation Sunshine State Standards

SS.5.C.1.5

Focus

Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.

SS.5.C.2.3

Focus

Analyze how the Constitution has expanded voting rights from our nation's early history to today.

SS.5.C.3.4

Focus

Describe the amendment process as defined in Article V of the Constitution and give examples.

SS.5.C.3.5

Focus

Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.

Florida Standards

LAFS.5.RI.1.2.

Focus

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

LAFS.5.W.1.2.

Focus

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Texts

 [Bill of Rights Rap Video](#)

 [Why the Bill of Rights Was Added to the Constitution.docx](#)

 [The Bill of Rights: Pretty Important and Very Epic](#)

 [Bill of Rights Original Text.pdf](#)

 [Article V of the Constitution.docx](#)

 [Amending America: How Do We Amend?](#)

 [The Ballot Box Battle](#)

5C. Civil and Political Rights

<p>Written by Emily Arnold McCully</p> <p>Published by Dragonfly Books</p>

 Lillian's Right to Vote: A Celebration of the Voting Rights Act of 1965

<p>Written by Jonah Winter &and illustrated by Shane W. Evans</p> <p>Published by &Schwartz & Wade</p> <p></p>

 **5C.Native American Voting Rights.docx**

 **US Voting Rights Timeline.pdf**

 **"Malala the Powerful" for extension activity**

 **The Bill of Rights (simplified)**

Student Work Rubric - Informational or Explanatory Task - Grades 4-5

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Topic / Main Idea	Introduces the topic and an unclear main idea.	Introduces the topic and a clear main idea with an inconsistent focus on the main idea.	Introduces the topic and a clear main idea with a consistent focus on the main idea.	Introduces the topic and a clear and specific main idea with a consistent focus on the main idea.
Use of Sources	Includes few relevant details from sources.	Summarizes, paraphrases, or quotes relevant details from sources with minor inaccurate or incomplete elements . Includes a list of sources.	Summarizes, paraphrases, or quotes relevant details from sources. Includes a list of sources.	Summarizes, paraphrases, or quotes well-chosen details from sources. Includes a complete list of sources.
Development	Includes minimal facts, definitions, details, and/or quotations related to the main idea, or that are loosely related to the main idea.	Includes relevant facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate).	Includes relevant facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) that help develop the main idea .	Explains facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) that develop the main idea.
Organization	Sequence of sentences or sections lacks a logical order or an evident beginning, middle, and end.	Sequences sentences and groups related information in paragraphs or sections, with a clear beginning, middle and end . Uses transitions (e.g., another, for example, also, because) to connect information .	Sequences sentences and groups related information logically in paragraphs or sections that introduce and develop the main idea, and provide a conclusion. Uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect or compare information.	Sequences sentences and groups related information logically in paragraphs or sections that introduce and develop the main idea, and provide a unifying conclusion. Consistently and precisely uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect or compare information
Conventions	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing. Language use is inappropriate	Errors in standard English conventions appropriate to the grade level sometimes interfere with the clarity of the writing. Uses language and domain-specific vocabulary with minor errors .	Consistently applies standard English conventions appropriate to the grade level. Minor errors , while noticeable, do not interfere with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level, with few errors . Attempts to use untaught conventions, appropriate to grade level .
C3 Core Idea <i>Standard:</i> SS.5.C.1.5	Identifies or otherwise applies irrelevant content OR relevant content with major errors or omissions.	Identifies or otherwise applies relevant content with minor errors or omissions.	Explains or otherwise applies relevant and accurate content.	Explains and applies relevant and accurate content.

Background for Students

During the debates on the adoption of the Constitution, opponents of the Constitution as it was written repeatedly charged that it would open the way to the central government's becoming too strong. Fresh in their minds was the memory of the British violation of citizen rights before and during the Revolution such as taxation without representation and limited voting rights for residents of the Colonies. They demanded a "bill of rights" that would spell out the rights of individual citizens.

On September 25, 1789, the First Congress of the United States therefore proposed to the state legislatures amendments to the Constitution that met arguments most frequently advanced against it. Together, these first amendments of the Constitution are now known as the Bill of Rights.

Everyone has rights. In our country, those rights are protected by the Bill of Rights. We will read a variety of texts including stories and videos on the purpose, history, and impact of the Bill of Rights on our daily lives.

Extension

Extension Activity: Malala the Powerful (**Teacher Note:** This activity is in the extension section so that an individual teacher can decide if it appropriate for his or her students. While the true story illustrates the rights US Citizens take for granted, the incident itself is violent and potentially upsetting to students.)

1. Pass out the Scholastic News article *Malala the Powerful*. From this reading students should get a greater understanding of their rights as students in America compared to students from another country. (According to the article, there are 1.8 billion school-aged kids in the world. The 55.5 million in the U.S. have access to free public education. In other parts of the world, not everyone is so fortunate.) After reading the article, students will gain a deeper understanding about how having these rights impacts them as a student living in America.
2. Students will read the article once. After their first reading, students will reread and use close reading codes to identify pieces of the text that they found surprising (S), sections they still had a burning question about (Q), important sentences (I).
3. Once students are finished coding, they will participate in the protocol "Rally Robin." During this protocol, shoulder partners take turns sharing what they coded. The two peers take turns sharing one code at a time. The teacher sets a 3-5 minute timer during this discussion.
4. Once shoulder partners are finished sharing, lead the students in a class discussion in which they analyze how our rights impact them as students in America compared to other students around the world and what the author's intent was in writing this article.

Exit Slip: Answer the "Read, Think, Explain" questions attached to the Malala handout to check for understanding.

Section 2: What Skills?

Preparing for the Task

ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.

TASK ENGAGEMENT: Ability to activate prior knowledge and connect prior knowledge to module learning.

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

ENHANCING COMPREHENSION: Ability to identify the central point and main supporting elements of a text.

Transition to Writing

IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.

Writing Process

PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.

INTRODUCTORY PARAGRAPH: Ability to establish a controlling idea and consolidate information relevant to task.

BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure.




REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

EDITING: Ability to proofread and format a piece to make it more effective.

FINAL DRAFT: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING SKILL AND DEFINITION PRODUCT AND PROMPT SCORING GUIDE INSTRUCTIONAL STRATEGIES

Preparing for the Task				
25 mins	<p>ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.</p>	<p>1. VOCABULARY EXAMPLES, NON-EXAMPLES, AND VISUALS</p> <p>Using the Bill of Rights Essential Vocabulary handout, generate an example, a non-example, and a visual for each key vocabulary word.</p>	<p>Students meet the expectations if they</p> <ul style="list-style-type: none"> participate in vocabulary discussions and provide examples, non-examples, and visual representations for key vocabulary. 	<ol style="list-style-type: none"> Use the Bill of Rights Essential Vocabulary chart to talk through some of the academic vocabulary students will encounter while reading the Bill of Rights. Have students discuss kid-friendly meanings for each term. Model the process of generating an example, a non-example, and a visual for one of these words. Direct students to work with a partner or small group to do the same for the remaining terms. Have students save these vocabulary words (interactive notebook) for later reference. <p>Note: Additional key vocabulary and relevant suffixes have been included as a teacher resource. Adjust the handout as needed for your students. Have students include the handout as part of an interactive notebook to add other vocabulary as needed.</p>
<p>Standards:</p> <p>LAFS.5.RI.2.4 : Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>LAFS.5.L.3.4 : Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 				
<p>Additional Attachments:</p> <ul style="list-style-type: none">  Bill of Rights Vocabulary Teacher.doc  Bill of Rights Essential Vocabulary Student.docx  Supporting ELLs.pdf 				
35 mins	<p>TASK ENGAGEMENT: Ability to activate prior knowledge and connect prior knowledge to module learning.</p>	<p>2. FOLDABLE, QUICK WRITE, AND NOTES</p> <p>Create a foldable on rights, and exchange ideas on the importance of rights with classmates.</p>	<p>Students meet the expectations if they</p> <ul style="list-style-type: none"> complete the foldable identify two or more rights for each identified location Complete a quick write and add ideas to it 	<p>Before beginning this mini task, talk about the rights most of us take for granted. Students may not realize that people in other countries do not have the right to an education or to speak freely about political opinions. They may need some help thinking of what rights they have for each of the four contexts. Provide students with some leading questions, such as, "Do you have the right to complain about the food in the cafeteria?"</p> <p>Foldable</p>

from the class discussion

1. Introduce students to the purpose of this activity: to think about the rights they have in four different situations - at home, at school, in their community, and as a citizen in this country.
2. Have students create a foldable with four flaps, labeling each flap - "Home," "School," "Community," or "Nation." A template is provided for you in the Teacher Resources.
3. As a class, have students brainstorm the rights each citizen has in each of the four settings. List these on the board.
4. In pairs or in a small group, ask students to decide which right is most important to them and record it on their foldables. Not all of the answers have to be the same.
5. Students will use this foldable in the next segment of the lesson.

How are rights important in our everyday lives?

1. Once students have completed their rights foldables, have them work in groups of 3 or 4 using the Kagan Round Robin structure in which students share their thoughts on specific rights with their table partners.
 - o Provide students with 3-5 minutes to complete a quick write where they respond to the question, "How are rights important in our everyday lives?"
 - o When time is up, students share one at a time what they wrote. As they share, all partners at the table will record what other group members share.
 - o One person from each group will then share the thoughts and ideas of that table with the whole class. (A handout on the Five Essential Kagan strategies is provided in the teacher resources in case you want a further explanation of the Round Robin strategy.)
2. In their interactive notebooks, have students explain how their ideas and those they gathered from classmates will help them respond to the task.

Standards:

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

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.


LAFS.5.SL.1.1.B : Follow agreed-upon rules for discussions and carry out assigned roles.

Additional Attachments:

 [Template for foldable](#)

 [The Essential 5 Kagan Strategies.pdf](#)

5C. Civil and Political Rights

20 mins	<p>TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.</p>	<p>3. TASK REFLECTION SHEET Complete the "Understanding the Task Reflection Sheet."</p>	<p>Students meet expectations if they complete their reflections with regard to the expectations for successfully completing the task.</p>	<ol style="list-style-type: none"> 1. Pass out and read aloud the module prompt and Understanding the Task Reflection Sheet. 2. Guide the class discussion about what each part of the prompt means, focusing on key vocabulary. 3. Using Think/Pair/Share, have students respond to the questions independently and then share with a partner. 4. Guide a whole class discussion reviewing questions.
<p>Standards:</p> <p>LAFS.5.RI.2.4. : Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>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.</p> <p>LAFS.5.L.2.3. : Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>				
<p>Additional Attachments:</p> <p> Understanding the Task.docx</p>				

Reading Process

40 mins	<p>NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>4. SUMMARY OF THE AMENDMENT PROCESS Explain how changes can be made to the United States Constitution.</p>	<p>Students meet expectations if they answer the three questions at the bottom of the handout correctly.</p>	<p>Background for Students: The Bill of Rights are the first ten amendments to the Constitution. It was necessary to amend the Constitution before the states would agree to ratify it. To ensure that the Constitution would continue to meet the needs of future generations, the authors included Article V which described how changes to the document could be made.</p> <ol style="list-style-type: none"> 1. Review the meaning of "amendment" and pre-teach the words "propose," "ratify," and "suffrage." Have students add them to their Essential Vocabulary lists in their interactive journals. 2. Give students a copy of the attached handout that includes Article V of the Constitution, a graphic describing the amendment process, and some of the other Constitutional amendments. <ul style="list-style-type: none"> o Explain to students that Article V of the Constitution established the process for amending the Constitution. o Assign students to small groups where they will work to understand how an amendment can be added to the Constitution. o Read the text of Article V aloud to students, acknowledging that the language of Article V is very challenging (143 words written as one sentence). Reread and model highlighting important words and phrases near the beginning of the text and noting your thinking in the margin. Continue the process with the class for the next couple of lines. Have students finish marking the text in the groups.
---------	---	--	--	--

			<ul style="list-style-type: none"> o Explain that they are about to watch a video that will help them understand Article V. Have them adjust their notations on the handout as they view. Replay the video as needed. Have students discuss the amendment process in their groups. o Finally, have students discuss the graphic on the handout in their groups. Direct them to make any necessary corrections to their notations. o Have students summarize their learning by responding to the three items at the bottom of the page.
--	--	--	---

Standards:

SS.5.C.3.4 : Describe the amendment process as defined in Article V of the Constitution and give examples.

LAFS.5.RI.1.2 : Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

LAFS.5.RI.2.4 : Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Additional Attachments:

 **Amending America: How Do We Amend?**

 **5C.Article V of the Constitution.docx**

45 mins	<p>NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>5. AMENDMENT POSTER OR COLLAGE</p> <p>Identify key words and phrases, explain why the Bill of Rights was written, and present a poster/collage that illustrates the meaning of one amendment.</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> ● identify key terms, ● summarize the need for the Bill of Rights, and ● create a poster/collage to illustrate the meaning of an amendment. 	<ol style="list-style-type: none"> 1. Explain to students that they will view a short music video, "Bill of Rights Rap," to help them understand the the first ten amendments to the U.S. Constitution. <ul style="list-style-type: none"> o Have students watch the video for the first time, then turn to a shoulder partner and discuss the rights described in the video. o Before the second viewing, provide students with the handout of the lyrics. Explain that as they watch the video again, they will highlight any key words or phrases that help explain individual amendments. o Have students share the important terms they identified with a partner, explaining why they selected them. 2. Provide students with the handout, "Why the Bill of Rights Was Added to the Constitution," and direct students to complete a close reading of the text. <ul style="list-style-type: none"> o Using the guiding question, Why was the Bill of Rights necessary?, have students annotate the text by underlining or highlighting key words and phrases, and making notes in the margins. o Model annotating the text for students using the first paragraph. Note that although Mason had written a Declaration of Rights for the state of Virginia eleven years prior to the Constitutional Convention, his suggestion was at first rejected. However, that didn't stop it from becoming an important issue.
---------	---	---	---	--

- Have students work independently to complete a close reading.
 - Using the organizer on the second page, have students record the evidence from the text that addresses the guiding question.
3. Show the video, "The Bill of Rights: Pretty Important and Very Epic,"
 - Using the same organizer on the second page of the handout, have students record any additional evidence from the video that addresses the guiding question. (It may be helpful to play the section of the video from :50 to 2:00 more than once to allow students to capture the information they need.)
 - Have students combine evidence from both sources to create a summary statement that answers the guiding question.
 - Students share with a shoulder partner, then discuss as a class.
 4. Pass out the The Bill of Rights - Original Text handout.
 - Working in pairs or small groups, have students use the original text of the Bill of Rights and the song lyrics to discuss the meaning of each amendment.
 - Assign an amendment to each group and direct them to rewrite it in their own words. Provide each pair/group with chart paper to record their rewritten amendment and to create a poster or collage to represent that amendment.
 - Then have each group present to the class, explaining the meaning of their amendment.

Have the students use their interactive notebooks to explain how this lesson will help them respond to the task.

Teacher Note: *If needed, download the videos prior to the lesson using software such as www.Keepvid.com. Also, "The Bill of Rights Simplified" has been added to Teacher Resources should students need additional scaffolding.*

Standards:

SS.5.C.1.5 : Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.

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

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.RI.3.9 : Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Additional Attachments:

 [Bill of Rights Original Text.pdf](#)

 [Bill of Rights Rap Lyrics.docx](#)

- 📄 5C.Amendment Chart.pdf
- 📄 Why the Bill of Rights Was Added to the Constitution.docx
- 📄 Supporting ELLs.pdf
- 🔗 The Bill of Rights: Pretty Important and Very Epic
- 🔗 Bill of Rights Rap
- 📄 The Bill of Rights Simplified.docx

50 mins	<p>NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>6. CLOSE READING OF BILL OF RIGHTS Read about the Bill of Rights and code the text, participate in a class discussion, and expand your notes. Then complete a quick write explaining the purpose of the Bill of Rights.</p>	<p>Students meets expectation if they</p> <ul style="list-style-type: none"> • effectively code the text • participate in discussion • expand notes • complete a quick write explaining the purpose of the Bill of Rights 	<ol style="list-style-type: none"> 1. Present the students with the mini-task prompt and ask, "What is the purpose of the Bill of Rights?" have students turn and talk with a neighbor to respond to the question. 2. Pre-teach key vocabulary (such as "militia," "petition," "probable cause") and have students add terms to the Essential Vocabulary in the interactive notebooks. 3. Pass out the Bill of Rights Original Text, Close Reading Annotation Codes, and Notes on the Bill of Rights handouts to students. <ul style="list-style-type: none"> ○ Use the 1st Amendment to model coding the text for students and recording information in each column of the notes handout. (Note to teacher: Other coding options for close reading are provided under Teacher Resources.) ○ Repeat the process as a class for the 2nd Amendment. (Continue with an additional amendment(s) if students need more practice as a group.) ○ Direct students to work individually as they code and take notes on the remaining amendments. Circulate and make note of areas where students are coding their confusion. ○ Have students work in their groups using the Kagan "Rally Robin" protocol to discuss amendments and add to their notes. If discussions aren't leading to clarification on confusing areas, address by modeling your thinking or providing background information. (Note to teacher: A link that explains the Rally Robin is provided in the Teacher Resources.) ○ Direct students to code a heart for the amendment(s) they think is/are the most important to the citizens of the United States. (They may choose more than one.) ○ Based on their notes and discussions, have students respond (quick write) to the prompt at the bottom of the notes page. 4. In their interactive notebooks, have students explain how this lesson will help them respond to the task.
---------	---	---	---	---

Standards:

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

LAFS.5.RI.1.2 : Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

5C. Civil and Political Rights

LAFS.5.RI.1.3 : Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

LAFS.5.RI.2.4 : Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

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.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.

Additional Attachments:

- 📄 [Close Reading Annotation Codes.docx](#)
- 📄 [Bill of Rights Original Text.pdf](#)
- 🔗 [Transcript of the Bill of Rights](#)
- 📄 [The Bill of Rights Simplified.docx](#)
- 🔗 [Rally Robin Strategy](#)
- 📄 [Additional Close Reading Annotation Tools.pdf](#)
- 📄 [5c.Notes on the Bill of Rights.docx](#)

<p>1 hr and 20 mins</p>	<p>ENHANCING COMPREHENSION:</p>	<p>7. COMPARISON/CONTRAST: EARNING THE RIGHT TO VOTE</p>	<p>Students meet expectations if they</p>	<p>Background for Students</p>
	<p>Ability to identify the central point and main supporting elements of a text.</p>	<p>Compare and contrast the experiences of women, African Americans, and Native Americans as they earned the right to vote.</p>	<ul style="list-style-type: none"> • take notes on the experiences of women, African Americans, and Native Americans earning the right to vote and • complete a triple Venn illustrating the similarities and differences in those experiences. 	<p>Have students review their notes on the Bill of Rights for any information on citizens' voting rights, also know as suffrage. When they don't find it, ask them what happens when specific rights are not included in the Bill of Rights? (Direct them to Amendment X.)</p> <p>Explain to students that voting in local, state, and federal elections is a right and responsibility of all U.S. citizens today. However, there was a time when not all people living in the U.S. were allowed to vote.</p> <p>In this mini-task, you will explore how the Constitution has expanded the right to vote for some people who were originally denied that right. You will learn how three groups have gained the right to vote since the Bill of Rights was written, and you will compare and contrast their experiences.</p> <p>Lillian's Right to Vote</p> <ol style="list-style-type: none"> 1. Introduce the picture book on African Americans' voting rights, Lillian's <i>Right to Vote</i>, and read it aloud to the class. 2. Provide students with the graphic organizer (history change frame and Venn diagram) that they will use to record their notes. 3. Explain that you will reread <i>Lillian's Right to Vote</i> so that they can capture important information for their notes. 4. Read the first three pages of the book aloud. Then pause, think aloud, and model for students how to capture and record key information on the history change frame. Allow time for students to record the information you found. 5. Read some more of the text and pause. Work

together as a class to add more information to the graphic organizer.

6. Continue reading and pausing to allow students to capture relevant information from the story. (Determine whether they will work independently or in pairs based on students' abilities.)

The Ballot Box Battle

1. Introduce the picture book on women's voting rights, *The Ballot Box Battle*, and read it aloud to the class.
2. Reread *The Ballot Box Battle* as the students continue to capture important information for their notes.
3. If needed, repeat the process of reading, pausing, and modeling for students (Steps 4 and 5 above).
4. Continue reading and pausing to allow students to capture relevant information from the story.

"Native American Voting Rights"

1. Introduce the handout, "Native American Voting Rights," and provide students with a copy.
2. Read the first paragraph aloud, think aloud, and model for students how to capture and record key information on the history change frame. Allow time for students to record the information you found.
3. Direct students to work in pairs as they read and take notes on the remainder of the text.

Timeline of Voting Rights

1. Give the students the U.S. Timeline of Voting Rights and ask them to scan it for important events that can be added to their notes.
2. Model for students how to differentiate between an important event that was a cause of the problem and one that was intended as a step to solve the problem.
3. Monitor as students work in small groups to capture relevant information for their notes.

Synthesizing

1. After students' notes are complete, have them work in small groups using the triple Venn diagram to compare and contrast the experiences of women, African Americans, and Native Americans as they fought for the right to vote.
2. Share out as a class.

In their interactive notebooks, have students completed a quick write on their reaction to Amendment X - The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

Standards:

SS.5.C.2.3. : Analyze how the Constitution has expanded voting rights from our nation's early history to today.

LAFS.5.RI.1.2. : Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

LAFS.5.RI.3.9. : Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

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.

LAFS.5.SL.2.4 : Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Additional Attachments:

 [Lillian's Right to Vote: A Celebration of the Voting Rights Act of 1965 Winter, Jonah](#)

 [The Ballot Box Battle by Emily Arnold McCully Published by Dragonfly Books](#)

 [5C.Native American Voting Rights.docx](#)

 [Graphic Organizers.docx](#)

 [US voting rights timeline.pdf](#)

Transition to Writing

1 hr	<p>IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.</p>	<p>8. SOCRATIC SEMINAR AND WRITTEN RESPONSE Discuss how the Bill of Rights impacts the daily lives of citizens.</p>	<p>Students meets expectation if they</p> <ul style="list-style-type: none"> participate in the Socratic Seminar write an effective response to the opening question 	<p>Students will participate in a Socratic Seminar Inner/Outer Circle Discussion focused on the impact of the Bill of Rights on citizens' daily lives.</p> <ol style="list-style-type: none"> Prior to the seminar, provide students with the prompt and the Preparing for a Socratic Seminar handout. Allow time for students to use their notes from throughout the module to plan for their participation in the seminar. Remind them that they will need to support their ideas with evidence from the texts they have read. (Note to Teacher: A guide to Socratic Seminar, adapted from Libscomb University, is provided under Teacher Resources.) Assign all students their initial role for the discussion (1/2 of the class will form an inner circle and 1/2 of the class the outer circle) and pass out the Circle Discussion handout. Clarify that the groups will be switching roles so that every student has a chance to participate! <ul style="list-style-type: none"> Make sure all students have their Preparing for a Socratic Seminar handout, their notes, and a pencil. Review protocols for the discussion as they are outlined on Circle Discussion handout; focus on strategies to move the discussion forward. Students in the inner circle are to discuss, and students in the outer circle are to take notes as they listen attentively to the discussion. Outer circle students may not speak.
------	---	--	--	---

5C. Civil and Political Rights

- Pose the opening question and give the inside circle a set amount of time (e.g., 10 or 15 minutes) to discuss. After the allotted time, switch circles and allow the other half of the students to continue the discussion for an equal amount of time.
- After the seminar, students will write an individual response to the prompt.

Standards:

- 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.
- LAFS.5.SL.1.1.B.** : Follow agreed-upon rules for discussions and carry out assigned roles.
- LAFS.5.SL.1.1.D.** : Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SS.5.C.3.5** : Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.
- 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.1.3** : Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- LAFS.5.RI.3.9** : Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- LAFS.5.SL.2.4** : Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Additional Attachments:

- 📄 **Socratic Seminar Student and Teacher Guide.pdf**
- 📄 **5C.Preparing for a Socratic Seminar.pdf**
- 📄 **Inner Outer Circle Discussion.docx**
- 📄 **Supporting ELLs.pdf**

Writing Process

20 mins

PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.

9. BRAINSTORM WEB
Select the amendment you wish to write about and brainstorm ways it supports citizens' freedom and limits government's power.




Students meet the expectations if their organizers contain examples of how their amendment guarantees freedom and limits governmental power.

1. Have students return to the teaching task and be certain they understand what is expected.
 - After reading the Bill of Rights and informational texts on the Bill of Rights, write an essay in which you explain how one of the first ten amendments guarantees freedom to citizens and limits the power of government. Support your response with evidence from the text/s.
 - Have students select one amendment from the Bill of Rights.
 - Using the Brainstorming Organizer, have students list their amendment and brainstorm ways their chosen amendment guarantees freedom and limits the power of government.





Standards:

- SS.5.C.3.5** : Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.
- LAFS.5.W.2.5.** : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- LAFS.5.W.3.9.** : Draw evidence from literary or informational texts to support analysis, reflection, and research.

5C. Civil and Political Rights

	Additional Attachments:  Brainstorm Web.pdf			
40 mins	<p>INTRODUCTORY PARAGRAPH: Ability to establish a controlling idea and consolidate information relevant to task.</p>	<p>10. OPENING PARAGRAPH Write an opening paragraph that includes an attention grabber/hook to get the reader's attention, provides some background information, and establishes your controlling idea.</p>	<p>Student meets the expectations if they:</p> <ul style="list-style-type: none"> • write a hook to get the reader's attention. • provide background information. • establish a controlling idea that provides a clear response to the task 	<ul style="list-style-type: none"> • Offer several examples of opening paragraphs. • Ask the class to discuss what makes the paragraph examples strong or weak. • Review the TEA Paragraph Builder.
Standards:				
<p>SS.5.C.3.5 : Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.</p> <p>LAFS.5.RI.3.9 : Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>LAFS.5.W.1.2.A : Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>				
Additional Attachments:  Supporting ELLs.pdf  Samples of opening paragraphs				
40 mins	<p>BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure.</p>	<p>11. INITIAL DRAFT Using the T.E.A. Paragraph Builder, write an initial draft complete with an introduction, developing paragraphs that include evidence to support the controlling idea, and a conclusion; insert and cite textual evidence.</p>	<p>Student meets the expectations if they</p> <ul style="list-style-type: none"> • provide complete draft with all parts. • support the controlling idea in the later sections with evidence and citations 	<ul style="list-style-type: none"> • Provide time for students to draft their essays, offering mini-conferences and support as needed. • Encourage students to re-read the prompt and the T.E.A. Paragraph Builder partway through writing, to check that they are on track. • A Student Friendly rubric is included in the Teacher Resources if you would like to use it with students.
Standards:				
<p>SS.5.C.3.5 : Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.</p> <p>LAFS.5.W.1.2.A : Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>LAFS.5.W.1.2.B : Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>LAFS.5.W.1.2.D : Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>LAFS.5.W.1.2.E : Provide a concluding statement or section related to the information or explanation presented.</p> <p>LAFS.5.W.3.9 : Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>				
Additional Attachments:				

5C. Civil and Political Rights

	<p>  essay builder.pdf  TEA Paragraph Builder.docx  essay builder2.pdf  Student_Friendly_rubric_Informative_.docx </p>			
30 mins	<p>REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p>12. MULTIPLE DRAFTS Using the T.E.A. Paragraph Builder, refine the composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.</p>	<p>Student meets the expectations if he/she does the following:</p> <ul style="list-style-type: none"> • Responds to the prompt. • Provides complete draft with all parts. • Supports the controlling idea in the later sections with evidence and citations. • Improves earlier edition. 	<ul style="list-style-type: none"> • Model useful feedback that balances support for strengths and clarity about weaknesses. • Assign students to provide each other with feedback on those issues. • Provide support as students revise their essays.
<p>Standards:</p> <p>LAFS.5.W.1.2. : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>LAFS.5.W.2.5. : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>				
30 mins	<p>EDITING: Ability to proofread and format a piece to make it more effective.</p>	<p>13. CORRECT DRAFT Edit draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.</p>	<p>Student meets the expectations if he/she does the following:</p> <ul style="list-style-type: none"> • Provides draft, free from distracting surface errors. • Uses format that supports purpose. 	<ul style="list-style-type: none"> • Briefly review selected skills that many students need to improve. • Teach a short list of proofreading marks. • Assign students to proofread each other's texts a second time. • Provide support as students edit and revise their essays.
<p>Standards:</p> <p>LAFS.5.L.1.1. : Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LAFS.5.L.1.2. : Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>				
10 mins	<p>FINAL DRAFT: Ability to submit final piece that meets expectations.</p>	<p>14. FINAL PIECE Turn in your complete set of drafts, plus the final version of your essay.</p>	<p>Student meets the expectations if he/she does the following:</p> <ul style="list-style-type: none"> • Fits the "Meets Expectations" category in the LDC rubric for the teaching 	<p>None</p>

Standards:





















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

LAFS.5.W.1.2 : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.





LAFS.5.W.2.4 : Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Instructional Resources

Teacher Resource

-  **5C.Bill of Rights Vocabulary Teacher.doc**
-  **Foldable Template**
-  **Bill_of_Rights_Meaning.Relevance.docx**
-  **5C.Bill of Rights Vocabulary Teacher.doc**
-  **5C.The Bill of Rights Simplified.docx**
-  **Amending America: How Do We Amend?**
-  **5C.Essay Builder front cover.pdf**
-  **5C.Essay Builder inside.pdf**
-  **Life Without Bill of Rights Simulation**
-  **Close Reading Annotation Tools.pdf**
-  **The Essential 5 Kagan Strategies.pdf**
-  **Socratic Seminar Student and Teacher Guide.pdf**
-  **Module 5C Links.docx**
-  **The Bill of Rights Explained.docx**
-  **Bill of Rights Collage Extension Activity.pdf**
-  **Stages of Second Language Development and ESOL Strategies.pdf**
-  **5C.Student Friendly Rubric.docx**
-  **Opening Paragraph Samples**
-  **Standards Matrix for All Modules.pdf**
-  **Descriptive Matrix of All Modules.pdf**

Student Handout

-  **5C.Bill of Rights Essential Vocabulary Student.docx**
-  **5C.Article V of the Constitution.docx**
-  **5C.Bill of Rights Rap Lyrics.docx**
-  **5C.Bill of Rights Original Text.pdf**

5C. Civil and Political Rights

 **5C.Close Reading Annotation Codes.docx**

 **5c.Notes on the Bill of Rights.docx**

 **5C.Inner Outer Circle Discussion.docx**

 **5C.TEA Paragraph Writing.docx**

 **5C.Preparing for a Socratic Seminar.pdf**

 **5C.US Voting Rights Timeline.pdf**

 **5C.Understanding the Task.docx**

Section 4: What Results?

Student Work Samples

Approaches Expectations

 **About the Writing Samples.docx**

 **Student Sample 2.pdf**

 **Student Sample 1.pdf**

 **Student Sample 3.pdf**

Teacher Reflection

Not provided

All Attachments

- 🔗 Bill of Rights Rap Video : <https://s.Idc.org/u/wobx6g8detefeiyrl73sfous>
- 📄 Why the Bill of Rights Was Added to the Constitution.docx : <https://s.Idc.org/u/31k39hq6jglcv12kevelb957>
- 🔗 The Bill of Rights: Pretty Important and Very Epic : <https://s.Idc.org/u/928vyz27d9xb09sphc02mbtqz>
- 📄 Bill of Rights Original Text.pdf : <https://s.Idc.org/u/7rlurab808bmggr7s1mqbmb7d>
- 📄 Article V of the Constitution.docx : <https://s.Idc.org/u/8k0vegi76a36jsjg5cby5cf6w>
- 🔗 Amending America: How Do We Amend? : <https://s.Idc.org/u/9wosvfp93fhwkjjod8rc4frs8>
- 📄 5C.Native American Voting Rights.docx : <https://s.Idc.org/u/4vk7ap6r69dciyu7zgmicezae>
- 📄 US Voting Rights Timeline.pdf : <https://s.Idc.org/u/d3ist3ucmenygy86rqig6zsw9>
- 📄 "Malala the Powerful" for extension activity : <https://s.Idc.org/u/602t4dx8lm0z4vmzact10wzgs5>
- 📄 The Bill of Rights (simplified) : <https://s.Idc.org/u/9e8xnhsng0zbrddwx2xq2q2ma>
- 📄 About the Writing Samples.docx : <https://s.Idc.org/u/a04wfqju1k79zkwva0uplq789>
- 📄 Student Sample 2.pdf : <https://s.Idc.org/u/die1y5hf9x2adqlxu12kzo9j7>
- 📄 Student Sample 1.pdf : <https://s.Idc.org/u/773qghcuql98lao11k2kepymo>
- 📄 Student Sample 3.pdf : <https://s.Idc.org/u/74y5divqdn0ldtycajtgio1i>
- 📄 5C.Bill of Rights Vocabulary Teacher.doc : <https://s.Idc.org/u/6mg1ymy379wlnxwfwnsky1csy>
- 🔗 Foldable Template : <https://s.Idc.org/u/1sjdm9nql31kdhfvnm5osevq>
- 📄 Bill_of_Rights_Meaning.Relevance.docx : <https://s.Idc.org/u/8hi1mpczatbx7h9mdqzm4xvy3>
- 📄 5C.Bill of Rights Vocabulary Teacher.doc : <https://s.Idc.org/u/9qopl58p2nv4119pjb1w9skf>
- 📄 5C.The Bill of Rights Simplified.docx : <https://s.Idc.org/u/c995bfnpcjtg91c5q2akfmzyk>
- 🔗 Amending America: How Do We Amend? : <https://s.Idc.org/u/9wosvfp93fhwkjjod8rc4frs8>
- 📄 5C.Essay Builder front cover.pdf : <https://s.Idc.org/u/401xygk16riichc6ne0cf9kdd>
- 📄 5C.Essay Builder inside.pdf : <https://s.Idc.org/u/nn95nd8s3ayh0i1tdgfw5bdw>
- 🔗 Life Without Bill of Rights Simulation : <https://s.Idc.org/u/cgwf95gw6hvjvsepcm9fd3y6z>
- 📄 Close Reading Annotation Tools.pdf : <https://s.Idc.org/u/47h5w1iav9o9rgddm325105tm>
- 📄 The Essential 5 Kagan Strategies.pdf : <https://s.Idc.org/u/214va5iz8y6v2abi1qjwn1pzn>
- 📄 Socratic Seminar Student and Teacher Guide.pdf : <https://s.Idc.org/u/6n27lqey7zoid6rp85obol5ve>
- 📄 Module 5C Links.docx : <https://s.Idc.org/u/5l9uq3enr7hds5hz61mb57t0>
- 📄 The Bill of Rights Explained.docx : <https://s.Idc.org/u/1xgla4d9oa1eacz4tjlarfkpm>
- 📄 Bill of Rights Collage Extension Activity.pdf : <https://s.Idc.org/u/bb8xo50ng90x512i3jj671oon>
- 📄 Stages of Second Language Development and ESOL Strategies.pdf : <https://s.Idc.org/u/4xzzig74oeb1te8slkt2l1q65>
- 📄 5C.Student Friendly Rubric.docx : <https://s.Idc.org/u/85xph9d0yqgnf8g03jg2picmb>
- 🔗 Opening Paragraph Samples : <https://s.Idc.org/u/doy4le7tchrz65exgvpnyrxn3>
- 📄 5C.Bill of Rights Essential Vocabulary Student.docx :

<https://s ldc.org/u/2cy0q1mpsq6ry2d6fa292kwd8>

 [5C.Article V of the Constitution.docx : https://s ldc.org/u/5vl7385fxn1c64k6okf2r02mi](https://s ldc.org/u/5vl7385fxn1c64k6okf2r02mi)

 [5C.Bill of Rights Rap Lyrics.docx : https://s ldc.org/u/3bwpwk6sgv8es1e7mdvx5jaxh](https://s ldc.org/u/3bwpwk6sgv8es1e7mdvx5jaxh)

 [5C.Bill of Rights Original Text.pdf : https://s ldc.org/u/5er2on21arjxco7appwxssho7](https://s ldc.org/u/5er2on21arjxco7appwxssho7)

 [5C.Close Reading Annotation Codes.docx : https://s ldc.org/u/bje1x7j10f2pimrwesa7ah1xx](https://s ldc.org/u/bje1x7j10f2pimrwesa7ah1xx)

 [5c.Notes on the Bill of Rights.docx : https://s ldc.org/u/2bs3j9uohbm3fs6kieq0rhul2](https://s ldc.org/u/2bs3j9uohbm3fs6kieq0rhul2)

 [5C.Inner Outer Circle Discussion.docx : https://s ldc.org/u/2idpekanf9wr29sqo0j16f4h](https://s ldc.org/u/2idpekanf9wr29sqo0j16f4h)

 [5C.TEA Paragraph Writing.docx : https://s ldc.org/u/7riuwsued5s8k7etcq0gkqqrh](https://s ldc.org/u/7riuwsued5s8k7etcq0gkqqrh)

 [5C.Preparing for a Socratic Seminar.pdf : https://s ldc.org/u/8eyh94gd9ocss14boonpciet7](https://s ldc.org/u/8eyh94gd9ocss14boonpciet7)

 [5C.US Voting Rights Timeline.pdf : https://s ldc.org/u/db4w85tdqiqpkdypxnqmjf5cj](https://s ldc.org/u/db4w85tdqiqpkdypxnqmjf5cj)

 [5C.Understanding the Task.docx : https://s ldc.org/u/8w8a03l5pqwqt7br1jy1vobor](https://s ldc.org/u/8w8a03l5pqwqt7br1jy1vobor)

 [Standards Matrix for All Modules.pdf : https://s ldc.org/u/5lj6hwxl0i4q71wkiatvo5ba6](https://s ldc.org/u/5lj6hwxl0i4q71wkiatvo5ba6)

 [Descriptive Matrix of All Modules.pdf : https://s ldc.org/u/etx2isais3nwxggdz6k09t1gt](https://s ldc.org/u/etx2isais3nwxggdz6k09t1gt)