

# Learning Plan: (Wednesday)

Describe how the powers of government are limited to protect individual rights and minority rights as described in the United States Constitution and the Bill of Rights. (Put on the board)

**Time:** 1 class period, 75 minutes.

**Introduction (5-10 minutes):** Have students who did their homework report out on what amendment they did, what they think it means, and what words they defined.

- Have students turn in their homework. Tell the students next class they will get their homework back with feedback.
- **I am not going to grade their homework.**

## **2nd Amendment:**

- **Video (10-15 minutes):** Watch this [NPR episode](#) about what the amendment is and how to change an amendment.

**Discussion (15-20 minutes):** After watching the video, ask the students to get into groups or 3-5 to discuss the guiding questions

## **Guiding Questions:**

1. What limitations on the government are set in place by needing consensus?
2. Is it hard to create consensus? Why or why not?
3. Why do you think those limitations were set in place?
4. What does 'consensus' mean?
5. Why is it hard to create consensus?
6. Have you seen or been a part of a consensus?

**\*Brain Break\* (5 minutes)** Rise your arms up and stretch from one side to the other. Take a big breath as a group, and then sit back down. Use this as a transition into the 1st amendment.

## **Guided Discussion:**

**Transition to the 4th amendment. Have someone read it out loud.**

**Use this lesson plan !**

<https://www.acslaw.org/sites/default/files/High%20School%20Fourth%20Amendment%20Lesson%20Plan%20Spring%202008.pdf>

- Have students pick either the cell phone or student case to review.
- Follow the lesson plan on pages:  
5 (review text), 9-10 (Katz cell phone case), 14 (guiding questions), 15-17 and 23-24 (school), 31,32, 34-36 (handouts).

## **Exit Ticket:**

Write 1-3 things that you have learned so far about the Bill of Rights. This can do with limitations, what rights are, or a direct response to one of you K's (do you know more about what you knew before?) or W's (did you learn something you wanted to learn?)

**Follow-Up:** Do the word exercise on your own for homework with an amendment that we did not talk about today in class. (pass out paper with the original texts).

- Except for the students who presented their amendments today.

American Constitution Society for Law and Policy. "The Constitution in the Classroom Teaching Module: Student's Fourth Amendment Rights." *Www.acslaw.org*, [www.acslaw.org/sites/default/files/High%20School%20Fourth%20Amendment%20Lesson%20Plan%20Spring%202008.pdf](http://www.acslaw.org/sites/default/files/High%20School%20Fourth%20Amendment%20Lesson%20Plan%20Spring%202008.pdf).