



Bill of Rights

By: Janelle Cox
M.S. in Education

Social Studies
Grades 3-5



Introduction

Begin the lesson by discussing that when the Constitution was written, people were scared that they would lose rights and the government would take over. Explain that America added the first ten Amendments to the Constitution in 1791 and they are known as the Bill of Rights. Discuss that because of these “rights” we have many freedoms that weren’t guaranteed before. Then, ask students if they can think of any freedoms they have that other countries may not have.

Learning Objectives

- Students will learn the amendments listed in the Bill of Rights, as well as identify why they are important.

Materials Needed

- [Bill of Rights](#)
- Handout of the [Bill of Rights Kids Version](#)
- [Fill-in-the-blank worksheet](#)
- [Cartoon version of Bill of Rights](#)
- Handout of the [Bill of Rights graphic organizer](#)

Procedure

Activity 1

1. On a Smartboard or overhead projector, show students the Bill of Rights. Before you go over them, ask students if they have ever heard or seen the Bill of Rights before.
2. Next, go over each one of the Bill of Rights on the list. As you go over them, explain each one in detail.
3. Next, hand out of the kids version of the Bill of Rights which is just a shorter version and easier for the students to understand.
4. Take turns having students read each one of the amendments, pausing along the way for any student questions or comments.
5. Hand out the fill-in-the-blank worksheet about the Bill of Rights and have students complete it on their own.

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Activity 2

1. Break students into small groups and give each group a different amendment from the Bill of Rights.
2. Next, direct students to create a short skit (about 2-3 minutes) based on the amendment they were assigned. Encourage students to be creative and use classroom props (if you have any) to talk or sing and use movement in their skit.
3. Walk around and consult with groups as they develop their skits.
4. Next, have students present their skits to the class going in order from the first amendment to the tenth.
5. Once all students have presented, ask some follow-up questions, such as “Which was your favorite amendment and why?” or “What would your life be like if we didn’t have the Bill of Rights?”

Activity 3

1. Printout the Bill of Rights graphic organizer and have students work independently to complete it.
2. Next, hand out the cartoon version of the Bill of Rights. Go over this version of the amendments with students but this time direct their attention to the pictures for each amendment. Discuss how pictures can help you remember things better.
3. Next, instruct students that they are going to create their own illustrations to accompany each amendment. Explain that this visual reference will help them to remember the amendments better.
4. Once students have made their Bill of Rights comic illustrations, have students take turns sharing their creations with their classmates.

Activity 4

1. Have students write their own Bill of Rights. First, as a class, brainstorm with students the different types of bills they can create. For example, a Bill of Rights for pets, students, or for being a good friend.
2. Then, as a class, have students come up with ten principles for a personal Bill of Rights. Ideas include: the right to be myself, to say what I think, to stick up for myself, and so on.
3. Once students have the hang of it, have them work independently to create a Bill of Rights of their choosing.



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Evaluation

- Assess students' fill-in-the-blank worksheet, graphic organizer, cartoon, and Bill of Rights in activity four.
- Observe students in whole-group and small-group activities.