

Lesson Plan

Name: Jeff Ellerbach

Course: Civics, American History

Title: British roots of American Civil Rights

Class Time: 2 55-minute class periods

Civics GLEs:

Examine the meaning, implications, or applications of the U.S. Constitution (e.g., the Bill of Rights, Fourteenth Amendment) (C-1A-H5)

Analyze the significance of the Magna Carta, English common law, and the English Bill of Rights in creating limited government in the United States (C-1B-H1)

Analyze central ideas in an American historical document and explain the document's significance in shaping the U.S. Constitution (C-1B-H1)

Interpret, analyze, or apply ideas presented in a given excerpt from any political document or material (e.g., speech, essay, editorial, court case) (C-1B-H2)

U.S. History GLEs:

Evaluate and use multiple primary or secondary materials to interpret historical facts, ideas, or issues (H-1A-H3)

Analyze source material to identify opinion or propaganda and persuasive techniques (H-1A-H4)

Analyze or interpret a given historical event, idea, or issue in U.S. history (H-1A-H2)

Lesson Objective: Students will be able to identify and describe the connections between the English Bill of Rights and the American Bill of Rights

Essential Question: How did the American Bill of Rights both reflect and amend the values represented by the English Bill of Rights?

Materials: Copies of the English Bill of Rights, copies of the Declaration of Independence, copies of the American Bill of Rights

Lesson Steps:

**** Lesson builds on background lessons on Magna Carta, English civil rights, and the American Revolution to help students add their own analysis to the documents in question.

Day 1

Recap brief historical background on Magna Carta and English Bill of Rights, distribute copies of English Bill of Rights, preview format of document with class, students work with a partner to paraphrase ten complaints listed in document and ten rights proposed as solutions. (25 mn)

Review student analysis of charges against the crown and proposed rights, identify connections between two lists, and consider rights to which we are accustomed that are not included. (15 mn)

Distribute copies of Declaration of Independence, read and discuss intent of preamble as a class, students work with a partner to correlate complaints listed in Declaration to specific rights defined in English Bill of Rights.

Day 2

Review findings from student analysis of Declaration of Independence, collaborate as a class to identify the five rights most frequently violated according to the Declaration. (15 mn)

Distribute copies of American Bill of Rights, students work with a partner to paraphrase each of the ten amendments included in the document (20 mn)

Review and clarify student understandings of rights listed in Declaration of Independence, review corresponding rights listed in English Bill of Rights (15 mn)

Students work independently to construct compare & contrast essay on English Bill of Rights vs. Declaration of Independence/American Bill of Rights

Essay Requirements: identify & describe similarities and differences in format between the two sets of documents, identify & describe the similarities and differences in the concerns & solutions described in the two documents, evaluate the social or political progress that the differences between the two sets of documents do or do not represent.

Document Links

English Bill of Rights

http://avalon.law.yale.edu/17th_century/england.asp

Declaration of Independence

<http://www.ushistory.org/declaration/document/>

American Bill of Rights

http://www.archives.gov/exhibits/charters/bill_of_rights.html