

Making Social Studies Come Alive: A Professional Development Series Lesson Plan Format

Name: Edmund Sangel School: George W. Carver High School

**Title of Lesson: World Of Ideas: Magna Carta to US Bill of Rights
(5 day lesson -100 minutes per block)**

Do Now: At the end of the 5 day lesson the students should come up with their flow chart of the three documents: Magna Carta, English Bill of Rights and US Bill of Rights.

Lesson Objectives:

Benchmarks: C-1B-H1: Analyzing the central ideas and historical origins of American constitutional government and evaluating how this form of government has helped to shaped American society.

Grade Level Expectations (GLE):

25. 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).

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 Analyze central ideas in an American historical document and explain the document's significance in shaping the U.S. Constitution (C-1B-H1).

Anticipatory Set/ Essential Questions:

Show the class a picture of a crown worn by royalty. Ask students to think of words that can be associated with the picture. List down these words and try to connect all of them, if the students did not give the word monarchy, write down the term monarchy on the board or in a transparency and try to relate the power it gives whoever is wearing the crown.

Materials Needed:

Picture of a crown

Colored pencils/pens/markers

White papers

**Laptop
Textbook
USB/flash drive
Kurzweil Software
Brainpop .com**

Instructional Strategies Used:

**Differentiated Instruction
Peer/ Group collaboration/ tutoring
Assistive Technology
Preview-Review-Predict
Summarize and synthesize**

Accommodation/Modification for students with special needs:

For the Environment

**Use of learning centers
Individualized/small group instructions
Consider alternative grouping
Provide adaptive equipment**

For the teaching strategies

**Break tasks and procedures into sequential stages
Modify assignments as needed
Teaching concrete concepts before teaching abstract concepts
Limit number of concepts to be introduced at a time.
Use hand-on activities/manipulative**

For materials

**Shorten assignments
Use text/worksheets at a modified reading level
Provide learning materials to supplement instruction
Modify/repeat/model instructions**

For Time Demands

**Increase the amount of time allowed to complete assignments and test
Limit the amount of work required or the length of the test**

Process or Activity Period:

Day 1: Ask student if they can think of an example of a government or civilization that was ruled by a monarch- (explain the meaning or monarch or let students look it up in the internet).

Give students time to discuss with a partner the advantages/ disadvantages for this type of rule.

Record all responses of students on the board.

Explain that in a monarchy, rulers are not elected, the leadership is passed down through the royal family line, usually to the oldest son.

Give students time to discuss with a partner the advantages/ disadvantages for this type of rule.

Let the students write 2-3 paragraph about their views on this kind of leadership.

Day 2: Write the word “constitutional monarchy on an overhead projector and let students look up the meaning in the internet.

Discuss the meaning they have research that might lead to the United States Constitution, how it limits the government and protects the rights of the people.

Instruct students to take down note for these information will be needed for the project that will be done later. Also explain that constitutional monarchy has a king or queen as head of a state but there are also an elected government with a political leader. The people and their representatives to the government have the right to make decisions for the common good of the people and the country as well.

Let the students research more on constitutional monarchy.

Day 3: Instruct students that they will be researching the government of Great Britain and look at the historical information that changed monarch ruling in England and how the government operates today.

Show power point presentation of the 1215 of the Magna Carta .

Seelinks

http://www.schoolhistory.co.uk/year7links/john_worksheets.shtml

Assign the following key terms to students –

**Runnymede
King John
Magna Carta
Rights of Nobles and Barons
English Bill of Rights 1689
William and Mary
Triennial Act 1694**

Discuss the meaning of the following terms relating to the change from monarchy to a democratic form of government (constitutional monarchy) in England .

Day 4. Use the software Kurzweil for the key terms given to the students .

Let the students examine the the English Bill of Rights which is based on the Magna Carta with the Bill of rights in the US Constitution.

Instruct the students to make a power point presentation of the comparison of the two.

SeeLinks:

http://www.google.com/search?sourceid=navclient&aq=4h&oq=&ie=UTF-8&rlz=1T4ADBF_en_US320&q=powerpoint+for+us+bill+of+rights

Let the students use the following websites:

<http://www.archives.gov/exhibits/featured_documents/magna_carta/legacy.html>. (Magna Carta and its American Legacy)

<http://www.archives.gov/exhibits/featured_documents/magna_carta/translation.html> English Translation of the Magna Carta

<www.archives.gov/exhibit_hall/charters_of_freedom/bill_of_rights/amendments1-10>. –Ten amendments of the US Bill of Rights..

Day 5: Let the students continue working on their project.

Guide students in doing their projects by giving bits of information.

Let the students study the translated document specifically at provisions 1,17,18,20,21,24,38,39 and 52 which correspond with the specific amendments of the Bill of Rights.

Ask students to take note of the wordings of the two documents for similarities. Let them research and find out which of the first ten amendments to the US Constitution they think grew out of each of the provisions of the Magna Carta.

Let them look at the English Bill of Rights, which evolved from the Magna Carta.

Have students review the complaints the British colonists in the Thirteen Colonies had against the King, and they should identify which amendments to the U.S. Constitution addressed those complaints and may have been carried over from the concerns and political actions of English citizens in 1689.

Closure Activity: After the discussion with the students let the students do a flow chart that diagrams the original Magna Carta document to the English Bill of Rights and subsequently to the US Bill of Rights.

Assessment: Choose the letter of the correct answer for each state number below.

- 1. What is it called when a monarch shares power with a parliament?**
 - A. Constitutional monarchy**
 - B. Republic**
 - C. Absolute Monarchy**
- 2. Which king was made to sign the original Magna Carta in 1215?**
 - A. Richard III**
 - B. John**
 - C. James II**
- 3. What does “Magna Carta” mean in Latin?**
 - A. Great Charter**
 - B. First paper**

- C. Big law**
- 4. Rules that define the power and procedures of government fall under the category of:**
 - A. Torts**
 - B. Constitutional law**
 - C. Liability claims**
 - 5. Back in the days when the Magna Carta was first signed, barons were similar to modern-day:**
 - A. Legislators**
 - B. Vice Presidents**
 - C. Governors**
 - 6. How many articles did the Magna Carta originally contain?**
 - A. 63**
 - B. 23**
 - C. 43**
 - 7. Who benefited most from the Magna Carta at first**
 - A. The king**
 - B. The rich**
 - C. The poor**
 - 8. The Magna Carta made sure that the king could not do what without permission from the barons.**
 - A. Wage war**
 - B. Raise taxes**
 - C. Lower taxes**
 - 9. Before the Magna Carta, King John raised taxes without the baron's permission to finance a war in:**
 - A. Scotland**
 - B. Spain**
 - C. France**
 - 10. What were the Articles of the Barons?**
 - A. A later version of the Magna Carta**
 - B. The original version of the Magna Carta**
 - C. A set of exceptions to the Magna Carta**

Rubric for flow chart:

Name _____

Category	4	3	2	1
Title	The flowchart has a creative title that accurately describes the material and is easy to locate.	The flowchart has an effective title that accurately describes the material and is easy to locate.	The flowchart has a title that is easy to locate.	The title is missing or difficult to locate.
Content	The flowchart contains at least 8 events that represent the the topics	The flowchart contains at least 6 events that represent the topic	The flowchart contains at least 5 events that represent topic	The flowchart contained fewer than 5 events
Learning of Content	The student can accurately describe 75% (or more) of the events on the flowchart without referring to it and can quickly determine which two events occurred first.	The student can accurately describe 50% of the events on the flowchart without referring to it and can quickly determine which two events occurred first.	The student can describe any event on the flowchart if allowed to refer to it and can determine which two events occurred first.	The student cannot use the flowchart effectively to describe or compare events.
Preparation	The student had notes about each events she/he wished to include on the flowchart before beginning to design the flowchart.	The student had notes about almost all the events s/he wished to include on the flowchart before beginning to design the flowchart.	The student had notes about most (~75%) of the sevents s/he wished to include on the flowchart before beginning to design the flowchart.	The student had not prepared adequate notes before beginning to design the flowchart.
Readability	The overall appearance of the flowchart is \pleasing and easy to read.	The overall appearance of the flowchart is somewhat pleasing and easy to read.	The flowchart is relatively readable.	The flowchart is difficult to read.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.

Total Points _____

Other sources:

The American Presidency: The Bill of Rights. Scholastic Library Publishing, Inc. 30 Nov. 2006 <<http://gi.grolier.com/presidents/ea/side/bilright.html>>.

Constitutional Amendments 1 –10. National Archives and Records Administration. 30 November 2006
<http://www.archives.gov/exhibit_hall/charters_of_freedom/bill_of_rights/amendments_1-10>.

The English Bill of Rights. The Avalon Project at Yale. 30 November 2006
<<http://www.yale.edu/lawweb/avalon/england.htm>>.

[Bill of Rights 1689](#)

[English Bill of Rights](#)

[English Bill of Rights](#)

[US Bill of Rights](#)

[US Constitution](#)

[United States Bill of Rights](#)

[United States Bill of Rights](#)

[Magna Carta 1215](#)

[Magna Carta 1215](#)

Bibliography:

-Kurweil 3000-Cambium Learning Technologies

-Oakland.k12.mi.us/scope/sixth_lessons/.../unit2/SS060206.doc

-Brainpop.com

- www.schoolhistory.co.uk/year7links/john_worksheets.shtml

-The American Presidency: The Bill of Rights. Scholastic Library Publishing, Inc. 30 Nov. 2006 <<http://gi.grolier.com/presidents/ea/side/bilright.html>>.

-Constitutional Amendments 1 –10. National Archives and Records Administration. 30 November 2006

<http://www.archives.gov/exhibit_hall/charters_of_freedom/bill_of_rights/amendments_1-10>.

-The English Bill of Rights. The Avalon Project at Yale. 30 November 2006 <<http://www.yale.edu/lawweb/avalon/england.htm>>.