

Lesson Plan —Foundations of the U.S. Constitution

Course Title: Business Law

Session Title: Foundations of the U.S. Constitution

Performance Objective:

- Upon completion of this lesson, the student will be able to describe constitutional rights, with an emphasis on the U.S. Constitution and amendments. The student will be able to define due process of the law.

Specific Objectives:

- Students will identify the documents written in the course of the nation's founding.
- Students will explain how the U.S. Constitution addresses and protects citizen's civil rights.

Preparation

TEKS Correlations:

This lesson, as published, correlates to the following TEKS. Any changes/alterations to the activities may result in the elimination of any or all of the TEKS listed.

- **120.45(c)(1)(A)**
...research and present cases of appropriate consumer protection laws and agencies and identify given consumer transactions.
- **120.45(c)(6)(F)**
...identify the people with legal responsibility for the acts (civil and criminal) of the business organization.
- **120.45(c)(4)(F)**
...investigate an employee's right to organize and participate in a union, based on current legislation.

Interdisciplinary Correlations:

English:

110.42(b)(6)(A) – Vocabulary Development

...expand vocabulary through wide reading, listening, and discussing.

110.42(b)(6)(B) – Vocabulary Development

... rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary.

110.42(b)(7)(F) – Reading/comprehension

...identify main ideas and their supporting details.

110.42(b)(7)(G) – Reading/comprehension

... summarize texts.

110.42(b)(7)(J) – Reading/comprehension

... read silently with comprehension for a sustained period of time.

Economics:

118.2(c)(8)(B) – Economics

...analyze how financial institutions affect households and businesses.

Accommodations for Learning Differences:

[Lesson Plan/Curriculum Modifications Checklist](#)

[Guidelines and Procedures for Adapting Instructional Materials](#)

[Instructor Format for Curriculum Customization for Learning Differences](#)

[Sample Curriculum Customization for Learning Differences](#)

Teacher Preparation:

References:

1. Law for Business and Personal Use, Eighteenth Edition, John E. Adamson, Southwestern Cengage Learning
2. USA Today and local newspapers.
3. Television Network Newscasts and the Internet
4. uen.org (State of Utah Business Law Curriculum)

Instructional Aids:

1. "Constitutional Rights" PowerPoint Presentation
2. Internet
3. "Bill of Rights" PowerPoint Assignment
4. Rubric for the "Bill of Rights" PowerPoint Assignment
5. "Bill of Rights and Responsibilities for the Classroom" Assignment
6. Rubric for the "Bill of Rights and Responsibilities for the Classroom" Assignment

Materials Needed:

1. Construction paper
2. Scissors and glue
3. Poster board

Equipment Needed:

1. Computers for students to complete projects
2. Projector for PPT

Learner Preparation:

1. Write the following four documents (Declaration of Independence, Articles of Confederation, U.S. Constitution, and Bill of Rights) on the board. Use class discussion to list the main elements of each document.
2. Tell students about the risks the founders faced by revolting against the British government by signing the Declaration of Independence. Signing the document meant that the founders were committing treason punishable by death. Ask students how their lives would be different today if the Declaration of Independence had not taken place.

Lesson Plan

Introduction (LSI Quadrant I):

1. Survey students to see if they think a strong central government is good for the nation. Students must defend their answers.

2. Review Articles I and IV of the U.S. Constitution concerning slavery. Focus class discussion on the Emancipation Proclamation by President Abraham Lincoln, the Thirteenth Amendment, Fifteenth Amendment, and the Twenty-Fourth Amendment. Article I of the Constitution counted slaves as only three-fifths of a person for the purpose of appointing representatives to Congress.
3. Discuss the impact of women's votes in the last Presidential election. Explain how the lightly populated state of Wyoming's movement for women's rights began in 1869 and spread to the West Coast and as far east as Kansas.



Important Terms for this Lesson:


- Declaration of Independence - document drafted by representatives of the 13 original colonies that asserts the rights desired by the colonists
- Articles of Confederation - loose form of charter for common government adopted by the thirteen colonies prior to adoption of the Constitution
- U.S. Constitution - document that consists of seven articles that provide a workable framework for our federal government
- Bill of Rights - first ten amendments in the U.S. Constitution
- civil rights - personal, human rights recognized and guaranteed by the U.S. Constitution
- due process of law - constitutional requirement for fundamental fairness in our legal and court system


Outline

Outline (LSI Quadrant II):

Instructors can use the PowerPoint presentation, slides, handouts, current events, the Internet, and note pages in conjunction with the following outline.










MI	Outline	Notes to Instructor
 	<ol style="list-style-type: none"> I. Declaration of Independence <ol style="list-style-type: none"> A. delegates from 13 original American colonies to the second Continental Congress meeting in Philadelphia B. Thomas Jefferson from Virginia C. 1781 Articles of Confederation <ol style="list-style-type: none"> 1. government to be conducted by a one-house legislature (U.S. Congress) 2. strict term limits (no person could serve more than three years in a 6-year period) 3. the legislature had only the power to declare war, make peace, enter into treaties and alliances, manage relations with Indian nations, coin money, settle differences between states, establish a postal system, and appoint a Commander in Chief 4. common treasury funds to pay for 	<ol style="list-style-type: none"> A Ask students to conduct research and list the original 13 American colonies C Split the class into 7 groups. Each group must prepare a presentation about the seven Articles of Confederation

	<p>defense or general welfare</p> <ol style="list-style-type: none"> 5. paupers, vagabonds, fugitives from justice, and slaves were not entitled to the privileges and immunities of free citizens of the state 6. major legislation, including bills relating to finance, would require a two-thirds vote for passage 7. amendments to the Articles would require a unanimous vote of the states 	
	<p>II. U.S. Constitution</p> <ol style="list-style-type: none"> A. Convention in Philadelphia in 1787 B. March 4, 1789 - the date the government of the U.S. began operation under the new Constitution C. The Bill of Rights - protect human rights proclaimed in the Declaration of Independence <ol style="list-style-type: none"> 1. Amendment #1: freedom of speech and freedom of religion 2. Amendment #2: well regulated Militia to ensure security of a free State 3. Amendment #3: no soldier shall, in time of peace be quartered in any house without the consent of the owner 4. Amendment #4: right of the people to be secure in their persons, houses, papers, and effects against unreasonable searches and seizures 5. Amendment #5: Due process of the law, no double jeopardy, innocent until proven guilty by a court of law 6. Amendment #6: in criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed 7. Amendment #7: Suits of common law involving more than \$20 have the right of trial by jury 8. Amendment #8: Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted 	<p>A/B Ask students to conduct research and explain why the U.S. Constitution took so long to be approved</p> <p>C Discuss the human rights protected by the Bill of Rights. Then ask students to give examples of current issues that individuals link to the original Bill of Rights.</p>

	<p>9. Amendment #9: enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people</p> <p>10. Amendment #10: powers not delegated to the U.S. by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people</p>	
	<p>III. Civil Rights - personal, human rights recognized and guaranteed by the U.S. Constitution</p> <p>A. Due process of law-constitutional requirement for fundamental fairness in our legal and court system</p> <ol style="list-style-type: none"> 1. the right to be secure against unreasonable searches and seizures (fourth Amendment) 2. the right not to be a witness against yourself (Fifth Amendment) 3. in criminal prosecutions, the right for the accused to a speedy and public trial by an impartial jury of the state and district where the crime was committed 4. trial by jury in civil suits where the value in controversy exceeds \$20 (Seventh Amendment) 5. excessive bail will not be required nor excessive fines imposed, nor cruel and unusual punishment inflicted (Eighth Amendment) <p>B. Abolition of Slavery (Thirteenth Amendment)</p> <p>C. Right to Vote</p> <ol style="list-style-type: none"> 1. Denial by Gender <ol style="list-style-type: none"> a. Fifteenth Amendment denied women the right to vote b. 1920 (Nineteenth Amendment) gave women the right to vote 2. Denial by Age <ol style="list-style-type: none"> a. 21 was the original voting age b. protests during the Vietnam War c. 1971-Twenty-Sixth Amendment changed the voting age to 18 <p>D. Peripheral Rights - not explicitly mentioned</p>	<p>A Split the class into five groups and assign each group one of the five protections provided by due process of law. Each group must present their topic to the class, using appropriate examples.</p> <p>C1 Ask students how politics for women have changed since after 1920. Ask students to give examples of predominant female politicians. Also discuss the power of female voters.</p> <p>C2 Survey the class</p>

	<p>in the U.S. Constitution or Bill of Rights, but courts have recognized them as necessary (right of privacy)</p>	<p>to determine how many students can legally vote. Then survey students to determine if they actually will vote. Explain why the voting age was a hot topic during the Vietnam War.</p>
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Copy and paste Multiple Intelligences Graphic in appropriate place in left column.

								
Verbal Linguistic	Logical Mathematical	Visual Spatial	Musical Rhythmic	Bodily Kinesthetic	Intra-personal	Inter-personal	Naturalist	Existentialist

Application

Guided Practice (LSI Quadrant III): Using the PowerPoint presentation, the teacher will explain the sources of law, the difference between civil and criminal laws, and the Uniform Commercial Code (UCC). Split the class into teams with two students. Each team must use the Internet and local news to get more details about a current civil case and criminal case. Each team will report their findings to class and explain why each case is categorized as civil or criminal.

Independent Practice (LSI Quadrant III):

- 1. Bill of Rights PowerPoint Assignment:** Split the class into teams with two students. Each team must design a PowerPoint presentation that defines the first ten amendments to the Constitution (Bill of Rights). The PowerPoint must give clear examples for each amendment, using current examples. Each group will be assigned one amendment to thoroughly define to the class.
- 2. Bill of Rights and Responsibilities for the Classroom Brochure and Poster:** Split the class into 10 groups. Each group must design a brochure that includes five rights and five responsibilities for student behavior in the classroom. Members of the class will discuss all of the brochures and select the best 10 rights and responsibilities for classroom behavior. The class will then design a poster listing the ten rights and responsibilities for class behavior in the classroom.

Summary

Review (LSI Quadrants I and IV):

Q: How does the Constitution address and protect citizens' civil rights?

A: The first ten amendments to the Constitution (Bill of Rights) became a shield for civil rights. Later amendments to the Constitution outlawed slavery and guaranteed the right to vote to African Americans, women, and all citizens age 18 and older.

Q: When was the Declaration of Independence adopted?

A: The Declaration of Independence was adopted on July 4, 1776.

Q: What are the "inalienable rights" mentioned in the Declaration of Independence?

A: Life, liberty, and the pursuit of happiness

Q: Why did it take so long to ratify the original Constitution?

A: Opponents claimed the wording for the Constitution failed to protect human rights.

BILL OF RIGHTS

Student teams design a "Bill of Rights" poster that lists the ten amendments to the Constitution and gives an example for each amendment.

Evaluation

Informal Assessment (LSI Quadrant III):

1. Instructor will observe students during Independent Practice.
2. Instructor will assist students as needed

Formal Assessment (LSI Quadrant III, IV):

Use the assigned rubric to evaluate the projects assigned for Independent Practice (LSI Quadrant III)

Extension/Enrichment (LSI Quadrant IV):

1. Ask students to write a one-page paper on how different life in this country would be if the Thirteenth, Fourteenth, Fifteenth, Nineteenth, and Twenty-Sixth amendments had not been added to the Constitution. Students should indicate how their lives personally would be affected.
2. Ask students to draw the map of the original 13 colonies. The picture should also include the date that each colony ratified the U.S. Constitution. Footnotes should be added explaining why some colonies took longer than other colonies to ratify the Constitution.

**Business Law – Foundations of the U.S. Constitution
Independent Practice Assignment #1
Bill of Rights PowerPoint Assignment**

Student Name _____
Student Name _____

Your team must design a PowerPoint presentation that defines the first ten amendments to the Constitution (Bill of Rights). The PowerPoint must give clear examples for each amendment, using current examples. Each group will be assigned one amendment to thoroughly define to the class.

Multimedia Project: The Bill of Rights

Business Law – Foundations of the U.S. Constitution Independent Practice Assignment #1 Rubric

Student Name: _____

CATEGORY	20	15	10	5 or less
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal or there are several factual errors.
Organization	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.
Sources	Source information collected for all graphics, facts and quotes. All documented in desired format.	Source information collected for all graphics, facts and quotes. Most documented in desired format.	Source information collected for graphics, facts and quotes, but not documented in desired format.	Very little or no source information was collected.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.

Total Score _____
Maximum 100 Points

Business Law – Foundations of the U.S. Constitution
Independent Practice Assignment #2
Bill of Rights and Responsibilities for the Classroom Assignment

Student Name _____

Student Name _____

The class has been divided into groups. Each group must design a brochure that includes five rights and five responsibilities for student behavior in the classroom. Members of the class will discuss all of the brochures and select the best 10 rights and responsibilities for classroom behavior. The class will then design a poster listing the ten rights and responsibilities for class behavior in the classroom.

Making A Brochure: Classroom Bill of Rights and Responsibilities

Business Law – Foundations of the U.S. Constitution Independent Practice Assignment #2 Rubric

Student Name: _____

CATEGORY	25	20	15	10 or less
Content - Accuracy	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Writing - Organization	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Knowledge Gained	All students in the group can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure.	All students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Most students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Several students in the group appear to have little knowledge about the facts or technical processes used in the brochure.
Total Points Earned for Each Category				

Total Score _____
Maximum 100 points