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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Business Management and Administration |
| **Course Name** | Business Law |
| **Lesson/Unit Title** | Foundations of the U.S. Constitution |
| **TEKS Student Expectations** | **§130.134. (c) Knowledge and Skills**(3) The student identifies the different types of law, courts, and regulations in the judicial system. The student is expected to:(A) identify the concepts of civil and criminal law;(B) explain the different types of courts and traditional court procedures;(C) differentiate between business torts and crimes; and(D) comprehend the rationale for governmental regulations of business activities. |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | Students will:* Identify the documents written in the course of the nation’s founding.
* Explain how the U.S. Constitution addresses and protects citizen’s civil rights.
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| **Rationale** | 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. |
| **Duration of Lesson** | 2-3 days |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * 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
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| **Materials/Specialized Equipment Needed** | * Construction paper
* Scissors and glue
* Poster board
* Computers for students to complete projects
* Projector for student presentations
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | **Survey** students to see if they think a strong central government is good for the nation. Students must defendtheir answers. |
| **Direct Instruction \*** | **Review** Articles I and IV of the U.S. Constitution concerning slavery. Focus class discussion on theEmancipation 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.It is important that lessons accommodate the needs of every learner. These lessons may be modified to accommodate your students with learning differences by referring to the files found on the Special Populations page of this website.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*None |
| **Guided Practice \*** | 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.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:** None
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| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | **Bill of Rights Presentation Assignment:** Split the class into teams with two students. Each team mustdesign a presentation that defines the first ten amendments to the Constitution (Bill of Rights). The presentation must give clear examples for each amendment, using current examples. Each group will be assigned one amendment to thoroughly define to the class.**Bill of Rights and Responsibilities for the Classroom Brochure and Poster**: Split the class into 10groups. 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 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.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*None |
| **Lesson Closure** | 1. How does the Constitution address and protect citizens’ civil rights?
2. 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.1. When was the Declaration of Independence adopted?
2. The Declaration of Independence was adopted on July 4, 1776.
3. What are the “inalienable rights” mentioned in the Declaration of Independence?
4. Life, liberty, and the pursuit of happiness
5. Why did it take so long to ratify the original Constitution?
6. 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.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*None |
| **Summative / End of Lesson Assessment \*** | **Informal Assessment*** Instructor will observe students during Independent Practice.

 * Instructor will assist students as needed.

**Formal Assessment** * Use the assigned rubric to evaluate the projects assigned for Independent Practice.

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| **References/Resources/****Teacher Preparation** | **References*** Local newspapers
* Television Network Newscasts and the Internet

**Resources*** Internet
* “Bill of Rights” Assignment
* Rubric for the “Bill of Rights” Assignment
* “Bill of Rights and Responsibilities for the Classroom” Assignment
* Rubric for the “Bill of Rights and Responsibilities for the Classroom” Assignment

**Preparation*** 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.
* 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.
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| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy****Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies****Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication****90 Second Speech Topics** |  |
| **Other Essential Lesson Components** |
| **Enrichment Activity**(e.g., homework assignment) | **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.**Ask** students to draw the map of the original 13 colonies. The picture should also include the date that eachcolony ratified the U.S. Constitution. Footnotes should be added explaining why some colonies took longer than other colonies to ratify the Constitution. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | Business Professionals of AmericaFuture Business Leaders of America |
| **Service Learning Projects** |  |
| **Lesson Notes** | See Attachments |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)