**American Government**

**Bill of Rights UNIT PLAN**

**Understanding the Bill of Rights is crucial for participating as an engaged U.S. citizen and seeking greater justice in our society.**

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|  |  | How well can I do this?  1= Not at all  2= A little  3= Very well | | | Evidence that I can do this |  |
|  | **Learning Target** | Unit  Start | Unit  Midpoint | Unit  End |  | Goal Met? |
| **Knowledge/Reasoning Targets**  “What do I need to know?”  “What can I do with what I know?” | 1. I can summarize the key debates over the ratification of the Constitution. |  |  |  |  |  |
| 1. I can cite examples of limited government in the Bill of Rights |  |  |  |  |  |
| 1. I can explain how the first nine amendments protect individual rights. |  |  |  |  |  |
| 1. I can explain how the 10th Amendment addressed limited government and federalism |  |  |  |  |  |
| 1. I can compare the arguments of Federalists and Anti-Federalists on adding individual freedoms to the Constitution |  |  |  |  |  |
| 1. I can draw connections between amendments in the Bill of Rights and arguments over the principle of limited government. |  |  |  |  |  |
| 1. I can explain how the Bill of Rights is relevant to me personally and to those I care about. |  |  |  |  |  |
| **Skill/Product Targets**  “What can I demonstrate?”  “What can I produce to show my learning?” | 1. I can participate actively in a class debate about the 2nd Amendment |  |  |  |  |  |
| 1. I can engage in a “silent (written) discussion” about a Bill of Rights issue with a small group of my classmates |  |  |  |  |  |
| 1. I can write an essay setting forth an argument about guns in contemporary society in the context of the 2nd Amendment |  |  |  |  |  |
| 1. I can demonstrate my knowledge about the Bill of Rights on the unit test. |  |  |  |  |  |

Adapted from Myron Dueck, *Grading Smarter Not Harder*, pp. 79-80. Dueck credits his colleague Karl Koehler from Humble, TX

Content adapted from Ohio’s Learning Standards – “I Can” Checklist for American Government