



GRADE 5 LITERACY IN SOCIAL STUDIES: WHAT ARE YOUR RIGHTS?

UNIT OVERVIEW

This unit will take approximately 5-6 weeks and falls at the end of the school year when fifth graders are studying citizenship, rights, and responsibilities. A core text of the unit is the NYC “Citywide Standards of Intervention and Discipline Measures: The Discipline Code and Bill of Student Rights and Responsibilities, K-12.” While mastery of the content of this document is not required for this unit, many students may already be familiar with it. In addition, this unit assumes that students have been introduced to opinion writing in a prior unit.

TASK DETAILS

Task Name: What Are Your Rights?

Grade: 5

Subject: Social Studies

Depth of Knowledge: 3

Task Description: This culminating task asks students to use textual evidence to write an opinion piece on the topic of rights of young people in the United States. Students will have three days during which they will watch a video, read texts, use graphic organizers, and write an opinion piece using the texts presented. Students will support a point of view with reasons and information derived from the texts provided.

Standards Assessed:

W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- d. Provide a concluding statement or section related to the opinion presented.

RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

NYS and NYC Social Studies Standards:

Standard 5 Key Idea 4 (Scope and Sequence Unit 5): The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.

Materials Needed:

Scholastic. "Democracy Is..." *Scholastic News*.

http://teacher.scholastic.com/scholasticnews/indepth/democracy_plaza/reproducibles/index.asp?article=rights&topic=0

Dryer, T. "An Abridged Bill of Rights." *The Bill of Rights and You*. 2006

http://www.sscde.org/lessons/files/C3_45_LES_TheBillofRightsandYou.pdf "Other Amendments of Interest adapted from The Constitution in Plain English." *The Constitution in Everyday English*
<http://www.twyman-whitney.com/constitutiontest/constitutionplainenglish.pdf>

New York City Department of Education. "Citywide Standards of Intervention and Discipline Measures: The Discipline Code and Bill of Student Rights and Responsibilities, K-12." *NYC DOE*. September 2011.

Video: *Learning Matters: Paying For Grades (Does Cash for Students Work?)*

<http://www.youtube.com/watch?v=tkVcO8M4QVc> or
<https://www.box.com/s/3b8a3159d81236f32ed5> Stop at 6 min 10 sec.

Toppo, Greg. "Good grades pay off literally." *USA Today*

http://www.usatoday.com/news/education/2008-01-27-grades_N.htm

Scaccia, J and Lorris, E. "Should cell phones be banned in school?" *Scholastic New York Times Upfront*.

<http://teacher.scholastic.com/scholasticnews/indepth/upfront/debate/index.asp?article=d1211>

Richardson, H. "Schools should let children help pick teachers" *BBC News Education and Family*. 28

March 2011. <http://www.bbc.co.uk/news/education-12865944>



TABLE OF CONTENTS

The task and instructional supports in the following pages are designed to help educators understand and implement Common Core–aligned tasks that are embedded in a unit of instruction. We have learned through our pilot work that focusing instruction on units anchored in rigorous Common Core–aligned assessments drives significant shifts in curriculum and pedagogy.

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GRADE 5 LITERACY IN SOCIAL STUDIES: WHAT ARE YOUR RIGHTS?

PERFORMANCE TASK

The following section includes three performance reading tasks and the final performance writing task. Prior to the final assessment, students will complete three readings that build in complexity and are sequenced to scaffold student learning for the culminating assessment, in which students write a final opinion essay.

Performance Task

Task Administration Details:

This assessment is comprised of three different performance tasks and will take approximately four or five 30-45 minute class periods. This will likely span four or five days, depending on the time allotted to the work each day and the stamina of the students. Students will watch a video and read two texts. They will complete a graphic organizer after each for the purpose of capturing their thoughts and ideas. Then, using those texts and the texts accessed throughout the unit, students will write an opinion piece as the final performance assessment.

Materials:

The following is a list of texts that students will read with support throughout the unit and that they will need for the final performance task. The texts that students will need to read independently, during the three reading tasks leading up to the writing task, are listed with each task description.

1. "Democracy Is . . ." from Scholastic.com

Main Site

http://teacher.scholastic.com/scholasticnews/indepth/democracy_plaza/reproducibles/index.asp?article=rights&topic=0

1. http://teacher.scholastic.com/scholasticnews/indepth/democracy_plaza/reproducibles/images/rights_panel1.pdf
2. http://teacher.scholastic.com/scholasticnews/indepth/democracy_plaza/reproducibles/images/express_panel1.pdf
3. http://teacher.scholastic.com/scholasticnews/indepth/democracy_plaza/reproducibles/images/informed_panel1.pdf
4. http://teacher.scholastic.com/scholasticnews/indepth/democracy_plaza/reproducibles/images/vote_panel.pdf

2. The original Bill of Rights (see handout below)

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

An abridged Bill of Rights written by teachers from the Social Studies Coalition of Delaware:

http://www.sscde.org/lessons/files/C3_45_LES_TheBillofRightsandYou.pdf (page 9 only)

3. *Citywide Standards of Intervention and Discipline Measures: The Discipline Code and Bill of Student Rights and Responsibilities, K-12*

[http://docs.nycenet.edu/docushare/dsweb/Get/Document-101/Discipline%20Code%20\(English\).pdf](http://docs.nycenet.edu/docushare/dsweb/Get/Document-101/Discipline%20Code%20(English).pdf)
(pages 7-11)

Task 1: Reading Task

Approximately 45 minutes

Presentation of Materials:

Video: *Learning Matters: Paying For Grades (Does Cash for Students Work?)*

<http://www.youtube.com/watch?v=tkVcO8M4QVc> or <https://www.box.com/s/3b8a3159d81236f32ed5>

Stop at 6 min 10 sec.

Good Grades Pay Off Literally by Greg Toppo. Lexile: 1330

http://www.usatoday.com/news/education/2008-01-27-grades_N.htm

(Note: *The article suggested is above the Lexile level range recommended for 5th grade. However, much of the information presented is also encapsulated in the video, which will support students in accessing this complex text. The full text can be found using the link above, though we recommend that teachers excerpt key sections of the text as opposed to providing the entire text to students.*)

- Explain that over the next few days students will have the opportunity to watch a video and read texts on a variety of rights. They will then write an essay explaining which right they think would be most beneficial for students to receive using details and evidence from the texts they just read and texts presented throughout the unit.
- Distribute graphic organizers to students. Instruct students that during the video they will see a news report discussing the issue of paying students for achieving high grades. Both positive and negative aspects will be discussed. As students actively watch the video, they should use the graphic organizer to organize the information they gather about why students should or should not have the right to be paid for high grades. Students will likely need a second viewing of the video in order to capture enough information.
- Ask students to write down any quotes they hear in the video that they think they may want to use in their essays when explaining what the video says explicitly and when drawing inferences from the video.
- Next, distribute the article, *Good grades pay off literally*. Ask students to use the same graphic organizer to capture information from the text about positive and negative impacts of paying students for good grades.

Name _____

Date _____

Video and Text:

Learning Matters: Paying For Grades (Does Cash for Students Work?)

Good grades pay off literally

Positive Impacts of Paying Students for High Grades

Negative Impacts of Paying Students for High Grades

Task 2: Reading Task

Approximately 30 minutes

Presentation of Materials:

Should cell phones be banned in school? By Jesse Scaccia and Elizabeth Lorris Ritter. Lexile: 1100
<http://teacher.scholastic.com/scholasticnews/indepth/upfront/debate/index.asp?article=d1211>

- Explain that students will read an article that discusses the right to bring a cell phone to school. They will read an argument for and against.
- Distribute graphic organizers to students. Ask students to use the graphic organizer to organize their information about whether students should have the right to bring cell phones to school.
- Ask students to underline any quotes they read that they think they may want to use in their essays.

Name _____

Date _____

| Arguments For Banning Cell Phones | Arguments Against Banning Cell Phones |
|-----------------------------------|---------------------------------------|
| | |

Task 3: Reading Task

Approximately 30 minutes

Presentation of Materials:

Schools Should Let Children Help Pick Teachers by Hannah Richardson. Lexile: 1150

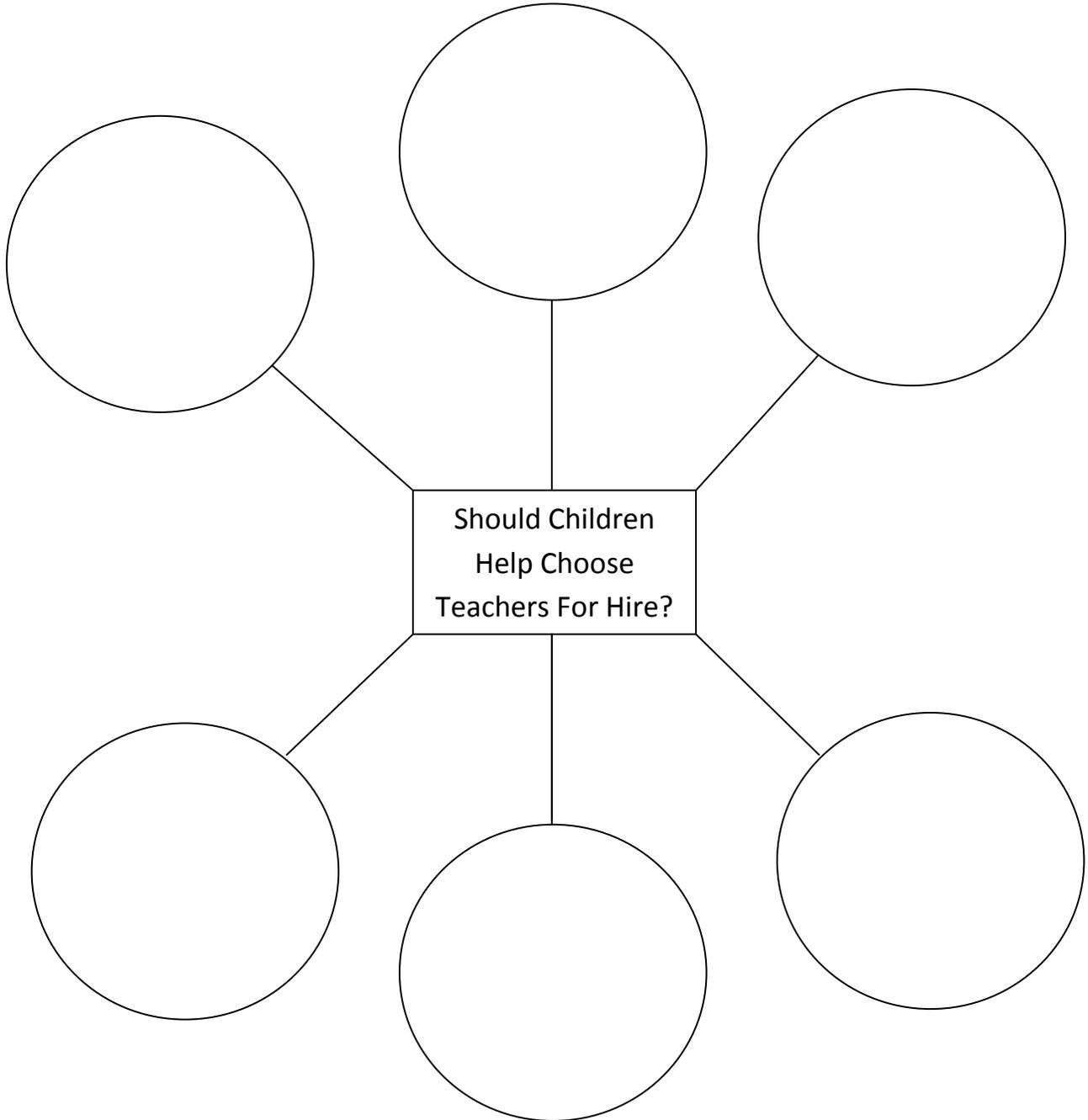
<http://www.bbc.co.uk/news/education-12865944>

- Explain that students will read another article. This one discusses the right for students to have a say in teacher hires. The article will present evidence for and against students having this right.
- Distribute graphic organizers to students. Ask students to use the graphic organizer to arrange their information about whether students should have the right to have a say in teacher hiring processes.
- Ask students to underline any quotes they read that they think they may want to use in their essays.
- Some students may need the following definitions in order to fully understand the article:
 - Pupil = Students
 - Nasuwt Teaching Union is the Largest Teachers' Union, or group of educators, in the United Kingdom

Name _____

Date _____

Schools Should Let Children



Task 4: Final Writing Task

Task Administration Details

Approximately 45 minutes

Presentation of Materials:

- Remind students that they have been gaining information about different rights that may be considered for students.
- Students should use the video, the articles they read, their graphic organizers, and the texts they read throughout the unit as evidence to support their claim as to which right would be most beneficial for students. Students should be sure to discuss which right afforded by the *U.S. Bill of Rights* or the *Citywide Standards of Intervention and Discipline Measures: Bill of Rights and Responsibilities* would support their claim.
- Students should write an opinion essay that states their opinion of the right that is most beneficial to students. Students should use everything they know about writing opinion pieces to write their piece. See Final Performance Task: Instructions for Students on the following page for further details.

Instructions for Students

Throughout this unit, you have learned about citizens' rights and responsibilities through reading texts, having discussions, and holding a debate.

Now you can put some of that information to work for yourself. The Chancellor's Student Advisory Council (CSAC) has decided to consider adding an additional right to the Students Bill of Rights and Responsibilities, and they have asked for feedback from students on what that additional right should be. They have narrowed the choices for the addition to the right to get paid for high grades, the right to carry a cell phone in school, and the right to participate in the teacher hiring process. Your task is to present your opinion of which right should be extended to students and to explain why this right would be most beneficial using what you have learned about opinion writing and information from the articles you have read in the tasks and throughout the unit. Be sure to include details from the *U.S. Bill of Rights* and the *Citywide Standards of Intervention and Discipline Measures: Bill of Rights and Responsibilities* that support your opinion, as well as any other texts used throughout this unit. Also, discuss the responsibilities that would come with this right.

As you craft your opinion, be sure to do the following:

- Introduce your topic clearly.
- State your opinion.
- Use an organizational structure where ideas are grouped to support your purpose.
- Provide logically ordered reasons that are supported by facts and details from texts provided and discussed.
- Quote accurately from a variety of texts when explaining what texts say explicitly and when drawing inferences from the texts.
- Discuss the responsibilities of the right you have chosen.
- Link your argument and reasons using words, phrases, and clauses.
- Provide a concluding statement or section.



GRADE 5 LITERACY IN SOCIAL STUDIES: WHAT ARE YOUR RIGHTS?

RUBRIC

This task was scored using a rubric that assesses the target Common Core standards for the performance task, W.5.1 and RI.5.1.

| Teacher Comments/Next Steps: | | | | |
|---|--|--|--|---|
| | 1 | 2 | 3 | 4 |
| IDEAS (Double Weight) | <ul style="list-style-type: none"> State an opinion List reasons Provide reasons that support the opinion Does not refer to texts | <ul style="list-style-type: none"> State an opinion Provide reasons Support reasons with facts and details Refer to details and examples in a text knowledgeably | <ul style="list-style-type: none"> State an opinion Provide logically ordered reasons Support reasons with facts and details Quote accurately from a text | <ul style="list-style-type: none"> Support claim with clear reasons, relevant evidence Use credible sources Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text |
| ORGANIZATION (Double Weight) | <ul style="list-style-type: none"> Introduce the topic Create an organizational structure Provide a concluding statement or section | <ul style="list-style-type: none"> Introduce a topic clearly Create an organizational structure in which related ideas are grouped to support the purpose Provide a concluding statement or section related to the opinion presented | <ul style="list-style-type: none"> Introduce a topic clearly Create an organizational structure in which ideas are logically grouped to support the purpose Provide a concluding statement or section related to the opinion presented | <ul style="list-style-type: none"> Introduce a claim Organize reasons and evidence clearly Provide a concluding statement or section that follows from the argument presented |
| CONVENTIONS | <ul style="list-style-type: none"> Use linking words and phrases to connect opinion and reasons Use few conventions of written English | <ul style="list-style-type: none"> Link opinions and reasons using words and phrases Use some conventions of written English | <ul style="list-style-type: none"> Link opinions and reasons using words, phrases, and clauses Use most conventions of written English | <ul style="list-style-type: none"> Use words, phrases, and clauses to clarify the relationships among the claim and reasons Establish and maintain a formal style Use conventions of written English consistently |
| SOCIAL STUDIES CONTENT (Double Weight) | <ul style="list-style-type: none"> A right is not selected from the three options to be added to the Student Bill of Rights An understanding of civics and citizenship is not apparent | <ul style="list-style-type: none"> The essay somewhat focuses on a classroom, school, or community issue in which a right is selected from the three options to be added to the Student Bill of Rights An understanding of civics and citizenship, including responsibilities, is somewhat apparent | <ul style="list-style-type: none"> The essay focuses on a classroom, school, or community issue in which a right is selected from the three options to be added to the Student Bill of Rights An understanding of civics and citizenship, including responsibilities, is apparent | <ul style="list-style-type: none"> Demonstrate an understanding of the topic through writing an essay that strongly focuses on a classroom, school, or community issue in which a right is selected from the three options to be added to the Student Bill of Rights A strong understanding of civics and citizenship, including responsibilities, is apparent |



GRADE 5 LITERACY IN SOCIAL STUDIES: WHAT ARE YOUR RIGHTS?

ANNOTATED STUDENT WORK

This section contains annotated student work at a range of score points and suggested next steps for students. The student work shows examples of understandings and misunderstandings of the task. The work is annotated against the standards cited for this task. The summaries explain how the student performed against the Common Core–aligned rubric and ideas for next instructional steps for each student.

Grade 5 Literacy in Social Studies: What Are Your Rights?
Annotated Student Work

Level 4

An Additional Right

In the Citywide Standards, there are many reasonable rights that truly benefits all students. All of these rights are very important. But, I do think that one more right should be added. That right, is the right to carry cell phones to school.

Firstly, children should be able to reach their parents in case of an emergency. In an interview, done by Upfront Magazine, Elizabeth Lorris Ritter, who is a parent, says, "Teachers should be teaching, not spending precious time tagging and bagging confiscated electronics." In other words, she is saying that, teachers should be teaching, not taking away student cell phones. However, cell phones should only be used in case of an emergency, not to call friends or play games. This is a responsibility that students have to follow, or else, they could be suspended, or punished.

Secondly, students should be able to make emergency calls, when needed. When there is an emergency, the student needs to be able to contact their parents or even the police, if something occurs after school. A parent from the Bronx High School of Science says, "My children must have cell phones to contact me during emergencies."

Lastly, cell phones help ensure safety with parents. My dad tells me, "your cell phone is supposed to be used to communicate with us." During class, phones shouldn't be taken away, just turned off. Whenever you're in danger, and your parent finds out, then you want to let them know that you're safe or not.

In conclusion, I strongly believe that the CSAC should add the right right to carry a cell phone to school, to the Students Bill of Rights and Responsibilities. Plus, this happens to correlate with the rights on the Citywide Standards. All of the rights come with responsibilities and rules, just like cell phones in school. Under article 11, number 9-The Right to Freedom of Expression-the right to "be secure in their persons, papers and effects." A cell phone is an "effect." On the flip side, in article V number 5 – Student Responsibilities – students must "behave in a manner that contributes to a safe learning environment." Therefore, students must use the cell phones.

Comment [TT1]: Student introduces the topic and clearly states an opinion with the sentence, "That right, is the right to carry cell phones to school." W.5.1a

Comment [t2]: Student cites textual evidence to support a claim [RI.5.1] In doing this, the student provides detail to explain the opinion that is in accordance with the Citywide Standards. This occurs multiple times throughout the text. W.5.1b

Comment [TT3]: Student rephrases the quotation indicating that the student may not yet be using quotations to draw inferences from text. RI.5.1

Comment [TT4]: Student provides a counterclaim, which is above the expectations for this grade level. W.5.1

Comment [t5]: Student uses linking words such as; firstly, secondly, lastly, therefore. W.5.1c

Comment [t6]: Student provides more than two main ideas of a text. Facts and details are supported via direct quotes. W.5.1, RI.5.1 & RI.5.2

Comment [TT7]: Each body paragraph is organized clearly with reasons and evidence. Ideas are grouped together in a way that makes sense to the reader and supports the purpose of the writing. W.5.1

Comment [t8]: The student draws a clear conclusion based on a congruence between the Citywide Standards and the Bill of Rights. SW.1d

Comment [t9]: Student references multiple sources. 5.R1.1

Comment [TT10]: The student shows evidence of clearly understanding the content taught during the unit. This is evident in the student's use of the Citywide Standards and the Bill of Rights. Additionally, as the student discusses responsibilities, the connection made is quite clear. RI.5.1

**Grade 5 Literacy in Social Studies: What Are Your Rights?
Annotated Student Work**

Grade 5 Opinion Summary and Next Steps – Level 4

| Components of W.5.1 | Summary | Next steps |
|---|---|--|
| Introduce the topic clearly, state an opinion, and create an organizational structure. | Student introduces the topic clearly by stating three reasons why students should be allowed the additional right of using cell phones in school. | Provide explicit criteria delineated in the standard in a checklist form to support student in developing a more extended and robust opening statement. |
| Provide logically ordered reasons supported by facts and details. | Student provides paraphrased details to support the three reasons provided. Student provides a counterclaim to the opinion, which is above grade level expectation. | |
| Link opinion and reasons using words, phrases, and clauses. | The student utilizes multiple linking words within a paragraph to connect evidence for several reasons. | |
| Provide a concluding statement or section related to the opinion presented. | Student provides a concluding statement directly related to the opinion presented. | Support student in underlining each point made in the essay. Help student develop the concluding section to include the connection between claim and counterclaim. |

| Components of RI.5.1 | Summary | Next steps |
|--|--|---|
| Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | Student quotes from multiple texts, multiple times, throughout the opinion piece. The quoting conventions are generally accurate and help to explain the text. | Select two quotes or references from texts cited in the essay. Support student in using the two to develop inferences that support the opinion. |

Grade 5 Literacy in Social Studies: What Are Your Rights?
Annotated Student Work

Level 3

How would you feel if I told you, you could get paid for getting high grades on tests? You could be rich in a couple of weeks! If you like this idea that makes two of us. When students get paid for doing well on tests, it motivates them to do better, gets failing schools to be great schools and it makes students want to study and do well.

Paying students when they perform well on tests motivates them to do well. When a school in Ohio started the program they were a failing school, now when the students get paid they're one of the best schools in Ohio because the money motivates students. When the students get paid they want to do good on tests, they want to study and they want to learn. Lastly, when students get paid \$20 a subject they do better, why do you think so, they want the money!

When failing schools pay the students the schools become very good schools. The school who first started the program they were failing, now they are a top performing school in Ohio. Many failing schools in Ohio and Baltimore, now they are great schools after paying kids. Eric Bettingher created the program and many schools across America are doing the program to become a good school.

When students are doing bad on tests it's probably because they don't get a reward but when they get paid they do great. When students get paid they perform better on tests. More students pass state tests when they get paid. When they get paid they feel proud they did good and happy they got paid.

Some people may think paying students is a bad idea because may cause friction in the classroom. Well if it does there's two options, one is students should study harder to get more money, two is teachers can take away the student's money who's making fun of the others.

In conclusion, paying students for high grades is a great idea. It is because students are motivated by the money, it makes failing schools great schools and it makes kids want to study and learn.

Comment [cpl1]: The student introduces the topic clearly by stating three reasons why students should get paid for doing well in school, "it motivates them to do better, gets failing schools to be great schools and it makes students want to study and do well." W.5.1a

Comment [cpl2]: Student provides a reason for the opinion that is supported by paraphrased facts from text. Direct quotes from text would strengthen the arguments made throughout the essay. W.5.1b, RI.5.1

Comment [cpl3]: Student uses a linking word ("Lastly") to connect this reason to the other ideas in this paragraph. W.5.1c

Comment [cpl4]: Student provides a second reason for the opinion, utilizing more extensive facts from the text, although not quoted directly. W.5.1

Comment [cpl5]: Student attempts to use a detail to support an opinion, but does not quote from text to substantiate this. W.5.1

Comment [cpl6]: Student attempts to include a counterclaim, which, while not sufficiently substantiated, does exceed W5.1 expectations.

Comment [cpl7]: Student provides a simple concluding statement directly related to the opinion presented. W.5.1

Comment [TT8]: Student identifies a right that should be included for students. However, the student neglects to relate this right strongly to civics and citizen ship. Connections made to the responsibilities of having this right would provide evidence of the student's understanding of the content. W.5.1 & RI.5.1

**Grade 5 Literacy in Social Studies: What Are Your Rights?
Annotated Student Work**

Grade 5 Opinion Summary and Next Steps – Level 3

| Component of W5.1 | Summary | Next steps |
|---|---|---|
| Introduce the topic clearly, state an opinion, and create an organizational structure. | Student introduces the topic clearly by stating three reasons why students should get paid for doing well in school. Student does not explain that this essay is in response to the question of which of three rights should be included in the Student's Bill of Rights. | |
| Provide logically ordered reasons supported by facts and details. | Student orders the reasons, and provides paraphrased details to support two of the three reasons provided. Student also attempts to provide a counterclaim to the opinion, which is above grade-level expectation. | Engage student in a color-coding system in which student highlights in individual colors each reason made in the essay (including counter-claim) and color-codes facts and details from the texts in matching colors. |
| Link opinion and reasons using words, phrases, and clauses. | The student utilizes one linking word within a paragraph to connect evidence for one reason. | Student could work on this skill after teacher is confident they are proficient with developing their reasons with supporting details. |
| Provide a concluding statement or section related to the opinion presented. | The student provides a simple concluding statement directly related to the opinion presented. | Show student a model of a strong concluding statement. Work with student to deconstruct the statement to determine what makes it a strong piece (i.e., a sentence that restates the topic, a sentence that restates each reason, and a sentence that connects the reason to the topic.) Provide support to student to develop a concluding section that uses the model as an outline for writing a strong concluding section. |

| Component of W5.1 | Summary | Next steps |
|--|---|---|
| Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | Although the student used information from texts to support the opinion provided, the student neglects to quote accurately from a text. | Show an example of a published or student author quoting from another text. Engage student in determining why and how the author used quotations. Support student in choosing quotations from text that develop and support their argument. |

Grade 5 Literacy in Social Studies: What Are Your Rights?
Annotated Student Work

Level 2

Should students choose their own teachers? This is a debatable question. I personally believe that students should be allowed to choose their own teachers. Students are very good judge of character. When students choose their own teacher they will understand concepts better.

Comment [TT1]: Student states an opinion by saying, "students should be allowed to choose their own teachers." W.5.1a

Students should be allowed to choose their own teacher. According to the article a survey was done. Approximately 2,000 students participated. The survey suggested that 87% of children knew the qualities of a good teacher.

Comment [TT2]: Student sets up an organizational structure by previewing the details that will follow in the essay, "Students are very good judge of character" and "When students choose their own teacher they will understand concepts better." W.5.1a

The students understood that teaching can be very challenging. The teachers need to have a variety of skills in order to teach their students. The teacher needs to have more than just academic qualification. Teaching requires patience and understanding

Comment [TT3]: Student refers to details from a text, "The survey suggested that 87% of children knew the qualities of a good teacher," as opposed to quoting accurately from a text. RI.5.1

The students need to be a part of the learning environment. Students are valuable and their point of views are different by everybody important. Therefore students should be able to choose their own teachers.

Comment [TT4]: Student provides reasons, attempting to link them to the opinion. However, "teaching requires patience and understanding" suggests an incomplete understanding of the purpose of adding reasons to an opinion piece. W.5.1a

In conclusion, students should choose their own teachers. They are good judge of characters. They know what qualifies a good teacher. To add on they have great point of views.

Comment [TT5]: Student uses a linking word that shows a relationship between reasons and the opinion. W.5.1

Comment [TT6]: Student attempts to support reasons with facts and details by stating, "Students are valuable and their point of views are different by everybody important." However, this shows a lack of understanding because the details do not accurately support the reason or, therefore, the opinion. W.5.1b

Comment [TT7]: Student provides a concluding section related to the opinion by stating, "In conclusion, students should choose their own teachers" and providing a summary of the points. W.5.1d

Comment [TT8]: The writer chooses a right that should be granted to students. However, this right is not connected back to an understanding of civics and citizenship. The student neglects to discuss the right and its responsibilities in the pieces. W.5.1

**Grade 5 Literacy in Social Studies: What Are Your Rights?
Annotated Student Work**

Grade 5 Opinion Summary and Next Steps – Level 2

| Components of W.5.1 | Summary | Next steps |
|---|---|---|
| Introduce the topic clearly, state an opinion, and create an organizational structure. | Student states an opinion and begins to set up an organizational structure for the piece. However, the topic of the essay is not clearly stated, as the student does not clearly address the focus of the task. | Support student in deconstructing the task. Engage student in highlighting or underlining meaningful words or phrases and then restating in the essay. |
| Provide logically ordered reasons supported by facts and details. | Student begins by determining the organizational structure, but this structure is not followed throughout the rest of the essay. Facts are supported by minimal detail. | Provide an organizational graphic organizer to student (i.e., boxes and bullets.) Support student in adding details from texts by completing the graphic organizer. |
| Link opinion and reasons using words, phrases, and clauses. | Student struggles to connect reasons and opinions. Although a linking word (“Therefore”) is used, it does not help the reader make necessary connections. | Although it is clear that student would benefit from support, the priority is working towards mastery on stating the topic and providing reasons supported by facts from texts. Appropriate linking phrases may not be apparent to the student until they have more fully developed their argument. |
| Provide a concluding statement or section related to the opinion presented. | Student provides a concluding section that restates the points the student attempted to make in the essay. | Although it is clear that student would benefit from support, the priority is working towards mastery on stating the topic and providing reasons supported by facts from texts. |

| Components of RI.5.1 | Summary | Next steps |
|--|---|---|
| Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | Although the student refers to a text, there are no quotes taken directly from the texts. | Show an example of a published or student author quoting from another text. Engage students in determining why and how the author used quotations. Support student in choosing quotations from text that develop the piece. |

Grade 5 Literacy in Social Studies: What Are Your Rights?
Annotated Student Work

Level 1

Students Should Pick their own teachers

Students should have the right to pick their teachers and in this essay I go to tell you why I feel this was so grab a cup of water because you are not want to leave your seats.

Student should have the right to pick their teacher because student see a good, bad, nice, and not nice teacher when the principal is hair in the teacher she/he only see the nice side but when they get in the class room they are as mean as a mother baer seeing a human near it and Students can see that in the interview and we students have good Question to aks the teacher. Now if you did not love that resson you are going to love the next one.

Students will take away right from teachers the teachers will have to show the the student that they can be a enjoyable teacher we will ask question that the teacher will have to answer wisly. The last think I have to say the class will be more focues because we have the teacher we like and student should have the right due process and its will take a big part in that so agree with me.

So sinc you know my resson don't you agree with me that student should pick their teachers.

Comment [TT1]: Student states an opinion by writing, "Students should have the right to pick their teachers." W.5.1a

Comment [TT2]: Student lists a reason, "students see a good, bad nice, and not nice teacher," but neglects to support the reason with facts and details from a designated text. W.5.1b

Comment [cpl3]: Student attempts to transition between paragraphs ("Now if you did not love that resson you are going to love the next one"), but does so using phrasing not appropriate to grade level. W.5.1c

Comment [cpl4]: The student uses a linking phrase to connect ideas ("The last think I have to say...") W.5.1c

Comment [cpl5]: The student provides a reason ("class will be more focues because we have the teacher we like and student should have the right due process"), but does not support the statement with facts or details. W.5.1b

Comment [TT6]: Student organizes the essay by including a separate paragraph for each topic. W.5.1a

Comment [TT7]: The student does not refer to texts to support the writing. RI.5.1

Comment [TT8]: The student attempts a concluding statement. W.5.1d

Comment [TT9]: The student chooses an right from those presented and states the opinion that "students should have the right to pick their teachers." However, there is a lack of evidence that the student understands the concepts of civics and citizenship since there is no mention of the readings or connection to responsibilities. RI.5.1

**Grade 5 Literacy in Social Studies: What Are Your Rights?
Annotated Student Work**

Grade 5 Opinion Summary and Next Steps – Level 1

| Component of W5.1 | Summary | Next steps |
|--|--|--|
| Introduce the topic clearly, state an opinion, and create an organizational structure. | Student states an opinion, but does not introduce the topic. Student also attempts to create a structure through paragraphing, but does not fully develop the ideas posited in those paragraphs. | Review the components of an introduction. Provide a model and scaffolds that detail the process more explicitly to the student. Additionally, provide supports, such as a web graphic organizer, to aid in developing ideas more fully and clearly throughout essays. |
| Provide logically ordered reasons supported by facts and details. | While student does provide reasons, there is no evidence that the reasons are ordered in a logical way, nor are the reasons substantiated by facts and details from texts. | Provide supports that help student organize reasons more logically. Student may write each idea on a separate strip of paper and then manipulate the strips in order to develop an appropriate organizational structure. Additionally, student may use the strips to ensure that each reason has a supporting fact or detail from texts. |
| Link opinion and reasons using words, phrases, and clauses. | Student attempts to use linking words and phrases, but not at a grade-appropriate level. | Although it is clear that student would benefit from support, the priority is to work towards mastery on stating the topic and providing reasons supported by facts from texts. |
| Provide a concluding statement or section related to the opinion presented. | Student attempts a concluding statement that is generally related to the topic. | Although it is clear that student would benefit from support, the priority is to work towards mastery on stating the topic and providing reasons supported by facts from texts. |
| Components of RI.5.1 | Summary | Next steps |
| Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | Student neglects to use text evidence in the piece. There is neither quoting from nor reference to any text. | Support student by viewing the writing piece next to the article. Encourage student to highlight a reason in the writing piece. Then, return to the article to highlight a quote that supports the reasons. Support student in continuing through the whole piece, possibly color-coding. |



GRADE 5 LITERACY IN SOCIAL STUDIES: WHAT ARE YOUR RIGHTS? INSTRUCTIONAL SUPPORTS

The instructional supports on the following pages include a unit outline with formative assessments and learning activities. Teachers may use this unit outline as it is described, integrate parts of it into a currently existing curriculum unit, or use it as a model or checklist for a currently existing unit on a different topic. There are also additional supports for your diverse learners.

Unit Outline

INTRODUCTION: This unit outline provides an example of how to integrate performance tasks into a unit. *Teachers may (a) use this unit outline as it is described below; (b) integrate parts of it into a currently existing curriculum unit; or (c) use it as a model or checklist for a currently existing unit on a different topic. The length of the unit includes suggested time spent on the classroom instruction of lessons and administration of assessments. Please note that this framework does not include individual lessons.*

Grade 5 Literacy in Social Studies: What Are Your Rights?

UNIT TOPIC AND LENGTH:

- Unit Topic: Rights and Responsibilities of Citizens
- Suggested Unit Length: 5-6 weeks, including weeks 1-4 or 5 for instruction and week 6 for the Performance Assessment Tasks

COMMON CORE LEARNING STANDARDS:

Standards assessed by the final writing task:

W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- d. Provide a concluding statement or section related to the opinion presented.

RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Standards addressed in the unit:

5.RI.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

5.RI.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

5.RI.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

5.RI.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

5.W.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

5.W.10: Write routinely over extended time and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

5.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

NEW YORK STATE AND NEW YORK CITY SOCIAL STUDIES STANDARDS:

Standard 5 Key Idea 4 (NYC Scope and Sequence Unit 5): The study of civics and citizenship requires the ability to probe ideas and assumption, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.

BIG IDEAS/ENDURING UNDERSTANDINGS:

- By the end of the unit, students will understand:
 - *how gathering information helps to form opinions and make decisions.*
 - *that when writers keep a specific audience in mind, their writing more clearly conveys ideas.*
 - *the rights and responsibilities of citizens.*

ESSENTIAL QUESTIONS:

- *How can opinion writing be used to incur change?*
- *How do our rights and responsibilities affect our ability to participate as citizens in our community?*

CONTENT:

- Students will know:
 - the rights of US Citizens.
 - their rights in the variety of communities of which they are a part.
 - rights students are not afforded.
 - what responsibilities are.
 - the difference between a right and a responsibility.
 - the connection between rights and responsibilities.

SKILLS:

- Students be able to:
 - write an opinion piece.
 - introduce a topic.
 - form and state an opinion.
 - organize ideas with structure.
 - develop reasons and support them with facts and details from texts.
 - link arguments.
 - provide conclusions.
 - quote accurately from text.
 - participate in community actions.
 - use strategies to read complex texts.
 - answer text-dependent questions.
 - hold a debate.

VOCABULARY/KEY TERMS:

- DEBATE
- CITIZENSHIP
- RIGHTS
- RESPONSIBILITIES
- OPINION

ASSESSMENT EVIDENCE AND ACTIVITIES:**INITIAL ASSESSMENT:**

Before reading the first text in the unit, have students complete:

- K-W-L: What Do You Know about Democracy?
- Word Association Web (see Appendix A) – Citizen’s Rights

FORMATIVE ASSESSMENT:

After reading the first text in the unit, have students quick write a response to:

- How does the article show that voting is both a right and a responsibility? Use evidence from the text to support your ideas.
- Revisit the K-W-L
- Revisit the Web (Word Splash) – add new information about Citizen’s Rights
- New Word Splash – Citizen’s Responsibilities

FINAL PERFORMANCE TASK:

Students write an argument essay in which they present an opinion of a right that should be extended to students, and explain why this right would be beneficial using what they have learned about opinion writing and information from the articles they have read in three prior reading tasks and throughout the unit. See Performance Task section for full details on the final performance task.

LEARNING PLAN & ACTIVITIES:

➤ **SECTION 1** – Suggested Length: 2 Weeks –

- ***Guiding Questions:*** What are rights and responsibilities? How are rights and responsibilities connected? What do important US documents (including the Declaration of Independence, the Constitution, and the Bill of Rights) explain about the rights and responsibilities citizens hold in our democracy?

▪ **Complex Text 1:** Democracy is....:

- Before Reading:
 - K-W-L: What Do You Know about Democracy?
 - Word Association Web (see Appendix A) – Citizen’s Rights
 - Students read the text with partners or in small groups.

Additional Support Strategy: For students who are unfamiliar with the concept of “democracy,” provide additional instruction around the meaning of “democracy” in the United States.

- **Partner Discussion:** How does the author’s use of the word “rights” differ from her use of the word “responsibility” in the text? Use examples from the text to help explain the difference.
- **Small Group Discussion:** An *amendment* is a change to something, usually to improve it or make it better. What are some examples of amendments to the Constitution that demonstrate this? What do these examples clarify or change in the constitution?
- **Whole Class Discussion:** There are places in the text where citizens’ responsibilities are implied. Where in the text is an example of this? Explain how you know.

Additional Support Strategy: For students who struggle with making inferences, teachers may work with small groups to model this strategy and to give direct feedback while students practice using this strategy.

- Formative Assessment:
 - How does the article show that voting is both a right and a responsibility? Use evidence from the text to support your ideas.
 - Revisit K-W-L
 - Revisit Web (Word Splash) – add new information about Citizen’s Rights
 - New Word Splash – Citizen’s Responsibilities
- **Complex Text 2:** The original Bill of Rights along with An Abridged Bill of Rights (see handout at the end of this unit plan) and Other Amendments of Interest .
 - Before Reading: **Think-Pair-Share:** What are your rights as a citizen?

Additional Support Strategy: For students who have limited background knowledge of the subject, provide them with multi-media representations of Rights in the form of political cartoons, pictures, photographs, clips from movies or documentaries, recorded testimony of a recently naturalized citizen.

- Students read the text unassisted. (Allow students to struggle through this in order to build strategy use.)
- Students mark to show use of close reading strategies. This can include: annotations, underlining, markings, highlighting, etc.
- **Whole Class Discussion/Activity:** Teacher ensures students have captured the content of the text with activities such as:
 - match rights to visual representations or scenarios
 - display information on a chart
 - partner rereading
 - graphic organizers
- Students reread the original text with partners or in small groups.
 - **Small Group Discussion:** What strategies did you use to understand the text? How did these strategies help you understand the text?
 - **Whole Class Discussion:** What strategies were successful and unsuccessful when reading the text?
- Students read the text a third time with a focus on vocabulary.
 - **Small Group Discussion:** Which words caused difficulty during the reading? What strategies did you use to help you with these words?
 - Use the Frayer Model to work with vocabulary.
 - Possible Vocabulary: Abridged, Bear Arms, Evidence, Fighting Force, Limit, Quartering, Worship

Additional Support Strategy: For students who struggle with reading, simpler texts with similar information can be used for guided reading in order to support students in understanding the content. However, the complex text should be used first with all students.

- Formative Assessment: Choices
 - Using your knowledge of the Bill of Rights describe a situation in which someone's rights have been violated and explain why it is a violation of these rights.
 - In a role play activity, create a skit that addresses Amendments 1 and 4. Include the responsibilities to ourselves and others that need to be taken into account.

➤ **SECTION 2** – Suggested Length: 1 Week –

- **Guiding Questions:** Of which communities are we also citizens? What are the differences between the rights of US Citizens and the rights of New York City Public School Students?
- **Complex Text 3:** Citywide Standards of Intervention and Discipline Measures: Bill of Rights and Responsibilities, K-12

Additional Support Strategy: It may be appropriate to remove some sections of the text, including the section entitled, “Additional Rights of Students Age 18 and Over.” An explanation to students as to the reason for removal would be appropriate. In addition, for students who struggle with vocabulary, teachers should pre-teach difficult vocabulary that appears in the text.

- Students partner-read the text to “get the gist” with the purpose of understanding what the text is literally about.
- **Think-Pair-Share:** What are the main ideas of this text?
- **Partner Write:** Where can you find support and evidence for those main ideas?
- Students do a shared reading of the same text to find significant sections.
- **Small Group Discussion and Writing:** What sections strike you as most significant to the text? Explain your thinking.
- **Small Group Discussion and Writing:** What sections strike you as most significant to the main ideas? Explain your thinking.
- **Independent Writing:** Which ideas expressed in the text did you think were most significant? How was that similar or different from your group?
- Students independently read the same text a third time to interpret the ideas presented in the text.
- **Whole Class Discussion:** How do these rights and responsibilities affect you? How are these rights and responsibilities similar and different from those stated in the Bill of Rights? Should this conflict exist?
- **Independent Writing:** On what points did you agree and disagree with your group about being the most significant sections in the text? How might disagreements about rights and responsibilities be handled in governmental decisions?

➤ **SECTION 3** – Suggested Length: 1-2 Weeks –

- **Guiding Questions:** How can opinion writing be used to incur change? How do our rights and responsibilities affect our ability to participate as citizens in our community?

- **Hold a Debate**

- Discuss rights expressed in the Citywide Standards of Intervention and Discipline Measures: Bill of Rights and Responsibilities that led to discussion or choose a few rights that may be cause for holding a debate (suggestions: I.13, II.12, V.2, V.6, V.24). Vote on one of these for a debate.
- With partners or in small groups, students choose to be either for or against the topic and research articles to help support their point of view.
- Teacher reminds students of the requirements for writing an opinion piece and supply students with the rubric for opinion writing.
- With partners, students on the same side of the debate write an opinion piece on the topic.
- The teacher models and/or does shared writing activities with students to teach students to:
 - introduce a topic
 - state an opinion
 - structure the opinion piece
 - group ideas logically
 - provide logically ordered reasons supported by facts and details
 - link opinion and reasons
 - quote text accurately
 - provide a concluding section
- Students should use the information gained during research to inform their writing.
- Members of the same side of the debate meet together to:
 - decide on a team captain who will maintain discipline, focus, and leadership during the debate.
 - discuss focus points, support, and evidence for the debate.
 - determine a debate strategy.
- Hold a debate in which students support their claim using the information from their opinion pieces.

Additional Support Strategy: Students who have never experienced a debate may benefit from seeing a video of a debate.

Additionally, Students involved in this unit have already had experience with opinion writing. Students who have not had experience in writing opinion pieces will need more support during this section.

- **Invite a Guest Speaker**

- Invite a speaker (such as a guidance counselor) who will lead a discussion on rights and their connection to responsibilities. This will help develop a clear link between civics and citizenship and the choices students will have to make while

working on the Final Performance Task.

Additional Support Strategy: It is important that students have the opportunity to be exposed to complex texts and various writing genres, such as opinion writing. However, if students struggle with reading complex texts and writing opinion pieces, balanced literacy techniques of modeled reading & writing, shared reading & writing, and guided reading & writing should be used to support those students. The texts listed in the “Resources” section may be helpful.

➤ **SECTION 4** – Suggested Length: 4-5 Days

• **Task Administration**

- Task 1: Good Grades Pay Off Literally with Graphic Organizer
- Task 2: Should Cell Phones be Banned in School? with Graphic Organizer
- Task 3: Should Pupils be Involved in Picking their Teachers? with Graphic Organizer
- Task 4: Written Culminating Task

RESOURCES:

Texts that students read with support throughout the unit and will need for the final performance task:

1. “Democracy Is . . . “ from Scholastic.com

Main Site

http://teacher.scholastic.com/scholasticnews/indepth/democracy_plaza/reproducibles/index.asp?article=rights&topic=0

1. http://teacher.scholastic.com/scholasticnews/indepth/democracy_plaza/reproducibles/images/rights_panel1.pdf
2. http://teacher.scholastic.com/scholasticnews/indepth/democracy_plaza/reproducibles/images/express_panel1.pdf
3. http://teacher.scholastic.com/scholasticnews/indepth/democracy_plaza/reproducibles/images/informed_panel1.pdf
4. http://teacher.scholastic.com/scholasticnews/indepth/democracy_plaza/reproducibles/images/vote_panel.pdf

2. The original Bill of Rights (see handout below)

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

An abridged Bill of Rights written by teachers from the Social Studies Coalition of Delaware:

http://www.sscde.org/lessons/files/C3_45_LES_TheBillofRightsandYou.pdf page 9 only

3. *Citywide Standards of Intervention and Discipline Measures: The Discipline Code and Bill of Student Rights and Responsibilities, K-12*

[http://docs.nycenet.edu/docushare/dsweb/Get/Document-101/Discipline%20Code%20\(English\).pdf](http://docs.nycenet.edu/docushare/dsweb/Get/Document-101/Discipline%20Code%20(English).pdf) pages 7-11

Texts that students read independently during the administration of the final performance tasks:

4. Video: *Learning Matters: Paying For Grades (Does Cash for Students Work?)*

<http://www.youtube.com/watch?v=tkVcO8M4QVc> or

<https://www.box.com/s/3b8a3159d81236f32ed5> Stop at 6 min 10 sec.

5. *Good Grades Pay Off Literally* by Greg Toppo. Lexile: 1330

http://www.usatoday.com/news/education/2008-01-27-grades_N.htm

6. *Should cell phones be banned in school?* By Jesse Scaccia and Elizabeth Lorris Ritter.

Lexile: 1100

<http://teacher.scholastic.com/scholasticnews/indepth/upfront/debate/index.asp?article=d1211>

7. *Schools Should Let Children Help Pick Teachers* by Hannah Richardson. Lexile: 1150

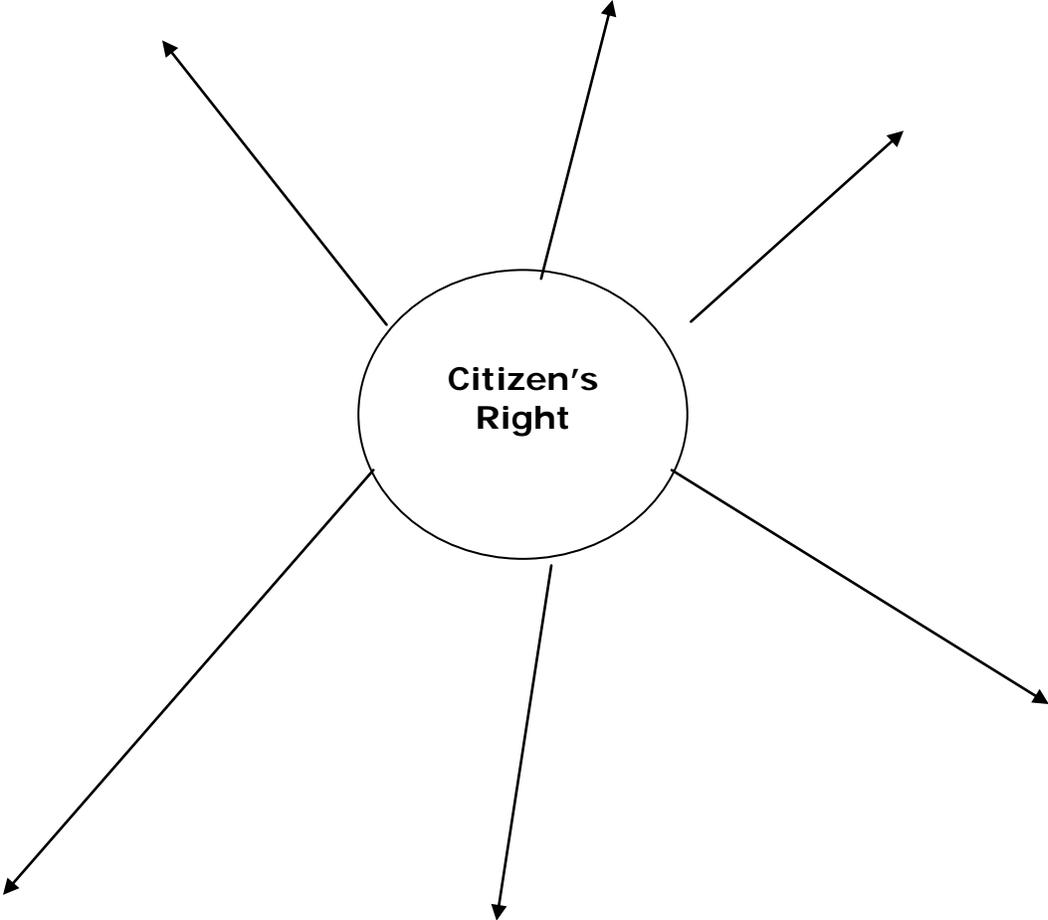
<http://www.bbc.co.uk/news/education-12865944>

Other Suggested Resources:

- ❖ *Becoming a Citizen* by Chris Gund. Houghton Mifflin Company, 2010.
- ❖ *Ben's Guide to US Government* <http://bensguide.gpo.gov/6-8/index.html>
- ❖ *The Bill of Rights* by Judith Lloyd Yero. National Geographic Children's Books, 2006.
- ❖ *Citizenship* by Bruce S. Glassman and Michael Josephson. Rosen Publishing Group, 2008.
- ❖ *The Constitution* by Judith K. Miller. Houghton Mifflin Company, 2005.
- ❖ *The Declaration of Independence* illustrated and inscribed by Sam Fink. Scholastic Reference, 2002
- ❖ *If You Were There When They Signed the Constitution* by Elizabeth Levy, illustrated by Joan Holub.
- ❖ Scholastic Paperbacks, 1992.
- ❖ *Kids are Citizens* by Ellen Keller.
http://www.ngsp.com/Portals/0/Downloads/41214_tg.pdf
- ❖ *Other Amendments of Interest* adapted from *The Constitution in Plain English*
<http://www.twyman-whitney.com/constitutiontest/constitutionplainenglish.pdf>

Word Association Web

What words or phrases do you associate with Citizen's Rights?



US Constitution: Bill of Rights

This document presents the Bill of Rights adjacent to an abridged version. An important shift in the Common Core calls for teachers to expose students to authentic complex text. The abridged version of the Bill of Rights is provided because the complexity of the original document is well above the expectations for 5th grade. The writers of this unit feel that it is important for students to see the original text of the Bill of Rights and therefore created this comparison chart below so students could read both the original text and the more grade-level appropriate abridged version.

| Original Bill of Rights | Abridged Bill of Rights |
|---|--|
| | By Thomas Dryer (Social Studies Coalition of Delaware, 2006 Signature Lesson; Gearhart Elementary School, Oregon. Permission granted to duplicate.) |
| <p>Amendment I Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.</p> | <p>First Amendment: <i>Freedom of Religion, Assembly, and the Press.</i> Congress cannot pass laws that take away the freedom to believe and worship as you wish, and shall not limit freedom of speech or freedom of the press (the ability to write what you want). The right of the people to peacefully get together and ask the government to correct wrongs, shall be protected.</p> |
| <p>Amendment II A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.</p> | <p>Second Amendment: <i>Freedom to Bear Arms</i> Because a fighting force of citizens might be necessary to protect a free state, states have the right to allow people to keep weapons in their homes.</p> |
| <p>Amendment III No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.</p> | <p>Third Amendment: <i>Limits on the Quartering of Soldiers</i> People don't have to allow soldiers to stay in their homes during peacetime, nor in wartime unless a special rule is made by the government.</p> |
| <p>Amendment IV The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.</p> | <p>Fourth Amendment: <i>Limits on Searches and Seizures</i> Unless the government (including the police) has good reason, people, their homes, and their things cannot be searched or taken away. To conduct a search, officials must have reason to believe they will find a stolen object or discover a person breaking the law.</p> |
| <p>Amendment V No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.</p> | <p>Fifth Amendment: <i>The Right to Due Process of Law, Including Protection Against Incriminating Yourself</i> People don't have to give evidence against themselves in court. If they have been found innocent of a crime, they can't be tried again for the same crime. People have to be treated fairly by the law, and cannot have their lives, liberty, or property taken away from them unless it is fair.</p> |

| | |
|---|--|
| <p>Amendment VI In all 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, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defense.</p> | <p>Sixth Amendment: <i>The Right to Legal Counsel and a Fair Trial</i> People accused of a crime can have a lawyer and a trial by jury. They have to be told what they are accused of and they can ask questions about it.</p> |
| <p>Amendment VII In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.</p> | <p>Seventh Amendment: <i>The Right to a Trial by Jury in Civil Cases</i> If a disagreement between people is about something more than \$20.00, then they have the right to a jury trial.</p> |
| <p>Amendment VIII Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.</p> | <p>Eighth Amendment: <i>Unfair Punishment is Forbidden</i> People arrested on a charge can be free while they wait for trial if they pay money to the court as bail, which is a way of promising they will return for their trial. If they show up, they get this money back. Fines have to be fair. And people found guilty cannot be punished in a cruel or unusual way that is not allowed by law.</p> |
| <p>Amendment IX The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.</p> | <p>Ninth Amendment: <i>Other Rights are Protected by the Constitution</i> The rights listed in Amendments 1-8 aren't the only ones the people have.</p> |
| <p>Amendment X The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.</p> | <p>Tenth Amendment: <i>Any Powers that Do Not Belong to the National Government Belong to the States</i> The U.S. Government has only the powers listed in the Constitution.</p> |