



# Know Your Rights

By: Lamont Moore

Elementary school principal; Ed.D. in Educational Leadership, Gardner-Webb University, NC

Social Studies  
Grades 9–12



## Introduction

Students will engage in interactive workstations that activate critical thinking while learning about a historical document, the Bill of Rights.

## Learning Objectives

Students will:

- Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. ([CCSS.ELA-Literacy.RH.9-10](#))

## Materials Needed

- Large chart paper, half sheets of construction paper with tape or large sized post-its
- Markers, old magazines, scissors
- Five pre-made scenarios on the Bill of Rights
- [Bill of Rights](#)

## Procedure

1. Prior to this lesson you will need to create a set of five scenarios related to the Bill of Rights. This may take some time but will be the center piece of the lesson.
2. After you have created five scenarios, set up stations around the classroom that will include the following: chart paper labeled with thinking task prompts, markers, scissors, glue/glue sticks, construction paper, post-its.
3. Label the large chart paper for each station (Symbolism, Visualization Gallery, The Response, The Interview, The Concept of Freedom) and hang it on the wall near the section.
4. Do a quick mini-lesson or overview of the Bill of Rights document. Provide a historical context and have the students read the document.
5. Divide the students into five groups.
6. Provide an opportunity for the students to analyze a scenario on the Bill of Rights in various work stations as follows:
  - Station One: Symbolisms

Continued on page 2



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Continued from page 1

- In this station the students will list (on large sized post-it notes) the symbols that are mentioned in the scenario.
  - They should write what the symbolism is and post it on the large chart paper.
  - As they rotate and see the symbols posted by other students that they agree with, they may place a check mark on the post-it note.
  - Station Two: Visualization Gallery
    - In this station the students will draw a representation of what they visualize from the scenario. This could be the visualization of an intriguing word, phrase or concept.
    - The visualizations will be hung to serve as a class gallery for this station.
  - Station Three: The Response
    - In this station the students are to work as a team to create a response to the scenario.
    - The response should be composed as a team, reflect a group consensus and outline how they think the scenario should be addressed or resolved.
  - Station Four: The Interview
    - In this station the students will create interview questions related to the Bill of Rights scenario.
    - As the teacher, you will need to preplan the parameters for this station and explain them to students to ensure that higher order thinking is used in this station. You may want to provide sample questions or model this for the students.
    - The students may conduct a mock interview if they have time.
  - Station Five: The Concept of Freedom
    - In this station the students will list examples of freedom that the Bill of Rights provides and list them on small post-it notes.
    - The students will then categorize the post-it notes by grouping similar examples together and creating a title to describe each group.
7. Students should be given at least 15 minutes in each station. However you may have to extend this lesson depending on how quickly the students work in these stations.

## Evaluation

The work created in the workstations should provide several items to be used for evaluation of this lesson. You may also want to create rubrics to evaluate these items. If rubric are created, it is advised to review these rubrics with the students prior to starting the station rotations.