



English III

Week 3

English III, Week 3

What is Freedom?

Week 3: Activity 1.7 What is Freedom?

Task 1: Page 46 (3-5 minutes)

- Read the page to preview the assignment and skills for this week.

Task 2: Pages 47 and 48 (5-10 minutes)

- Read the two historical documents. Annotate using the “Metacognitive Markers” outlined on page 46.

Task 3: Pages 49-50 (15-20 minutes)

- Answer the questions in “Making Observations.”
- In “Returning to the Text,” complete questions 1-5.

Task 4: Pages 50-51 (10-15 minutes)

- Complete “Author’s Purpose” using your own graphic organizer.
- Answer question 7.

Task 5: Page 51 (5-10 minutes)

- In “Focus on the Sentence,” turn the fragments into complete sentences using what you know about the Constitution.

Task 6: Page 51 (30 minutes)

- Read the scenario in “Governing Your Island.” Write a list of recommendations to consider when developing a new government using the guiding questions

What Is Freedom?

Learning Strategies

Brainstorming
Metacognitive Markers

My Notes

Learning Targets

- Read historical documents to analyze the author’s purpose, audience, and message.
- Evaluate the use of text structure to achieve the author’s purpose.
- Participate collaboratively in a mock Constitutional Convention.

Preview

In this activity, you will read the Preamble to the Constitution and the Bill of Rights to analyze the framers’ purpose, audience, and message and evaluate the use of text structure to achieve their purpose.

Introducing the Strategy

Metacognitive Markers

Metacognition refers to the thinking you do about your own learning. Using metacognitive markers involves marking the text with symbols to reflect the thinking you are doing as you read. After reading, you can scan the text and use your metacognitive markers to quickly find evidence when you are talking or writing about a text. Here are the markers:

- ? Use a question mark for questions you have about the text.
- ! Use an exclamation point for a reaction to what you are reading.
- * Use an asterisk for a comment about the text.
- _ Use an underline to identify a key idea or detail in the text.

As You Read

- Use metacognitive markers as you read.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

About the Document

The Preamble to the Constitution of the United States was a part of the original document that was ratified on June 1, 1788. Almost immediately after that ratification, Congress approved 12 proposed amendments called the Bill of Rights and sent them to the individual states for ratification. Nine states approved 10 of the amendments within six months. The endorsement of 11 states was necessary before anything could take effect, however. Vermont and Virginia finally accepted the 10 amendments in 1791, and the Bill of Rights became part of the Constitution that same year.

Historical Document

The Preamble to the Constitution of the United States

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Historical Document

The Bill of Rights: A Transcription

Note: The following text is a transcription of the first ten amendments to the Constitution in their original form. These amendments were ratified December 15, 1791, and form what is known as the “Bill of Rights.”

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.

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.

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.

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.

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.

abridging: shortening, curtailing
redress: remedy, correction

My Notes

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 defence.

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.

Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX

The **enumeration** in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

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.



Created by Howard Chandler Christy in 1940, this oil on canvas painting titled “The Signing of the Constitution of the United States in 1787” depicts the Constitutional Convention at Independence Hall in Philadelphia on September 17, 1787. Do you recognize any of the historical figures in the image?

compulsory: required by law
enumeration: complete and ordered listing

Making Observations

- What catches your attention about the amendments?
- Which amendments have you heard of before?

Returning to the Text

- Return to the historical documents as you respond to the following questions. Use text evidence to support your responses.
 - Write any additional questions you have about the text in your Reader/Writer Notebook.
1. For whom did those who ratified the U.S. Constitution claim to speak, and on what authority did they make that claim?

2. What is a word that accurately describes the government's proper relationship to religion, the press, and public assembly according to Amendment I of the Bill of Rights?

3. Who does Amendment VI guarantee must participate in a trial on behalf of the person being tried?

4. Why do you think the framers of the Constitution felt they had to include Amendment VIII in the Bill of Rights?

5. Explain how Amendments IX and X affirm the rights of states and individual citizens.

Author's Purpose

Remember that an author's purpose is the reason that an author or group of authors writes about a specific topic. Nearly all texts are written to either inform, entertain, or explain something to an audience.

Reread the About the Document section at the beginning of this activity, along with the historical documents that follow. Like any text, the Preamble and Bill of Rights can be analyzed in terms of author's purpose, audience, and message. To discern that information, examine the text while applying what you know about the early history of our country. Ask yourself:

- Why did the founders of the United States write and ratify a constitution?
- For whom was the information in the Constitution intended?
- What is the message of each of the Constitution's first 10 amendments?

6. With a partner, complete the following graphic organizer.

The Constitution's Preamble and Bill of Rights	
Author's Purpose:	
Audience:	
Amendment	Message Within the Text
Amendment I	
Amendment II	
Amendment III	
Amendment IV	
Amendment V	
Amendment VI	
Amendment VII	
Amendment VIII	
Amendment IX	
Amendment X	

7. How does the presentation of the Bill of Rights as a list support the author's purpose?

Focus on the Sentence

Turn the following fragments into complete sentences, using what you know about the Constitution. Use correct punctuation and capitalization.

the Constitution

founders wanted

guaranteeing basic rights

Gaining Perspectives

With the creation of the Preamble and the Bill of Rights, citizens of the United States were given certain rights and liberties. The founding fathers were wise enough to know that they could not predict what rights and liberties would need defining as the country grew. Therefore, they created amendments. Adding an amendment to the Constitution is a lengthy process that underscores the importance of the right being added. With a partner, think about the amendments you know of that have not been mentioned in this activity and discuss how these amendments expanded civil rights and liberties. When you are done, present the ideas you discussed with another pair.

Governing Your Island

8. Imagine that on a school trip sailing to a small and remote island, you and all of your classmates become stranded without the ability to communicate with the outside world and with little hope of being rescued in the foreseeable future. The island that you are stranded on can provide the basic necessities of food, water, and shelter, but you must work together to survive. Working in small groups, brainstorm a list of recommendations to consider when developing a new government following these guiding questions:
 - How will you make sure that everyone works toward common goals?
 - How will you make sure that everyone has the opportunity to speak and be heard?
 - How will you make sure that everyone will take part in protecting the island?
 - How will you make sure that resources are used fairly among the people?
 - How will you ensure that all people are free to do what they want as long as others are not hurt?
 - How will you make sure that your rules and laws are protected for future generations?
9. Per directions from your teacher, work with your classmates to participate in a mock Constitutional Convention. Work as a group to establish roles, set goals, and create deadlines.