

LESSON 3

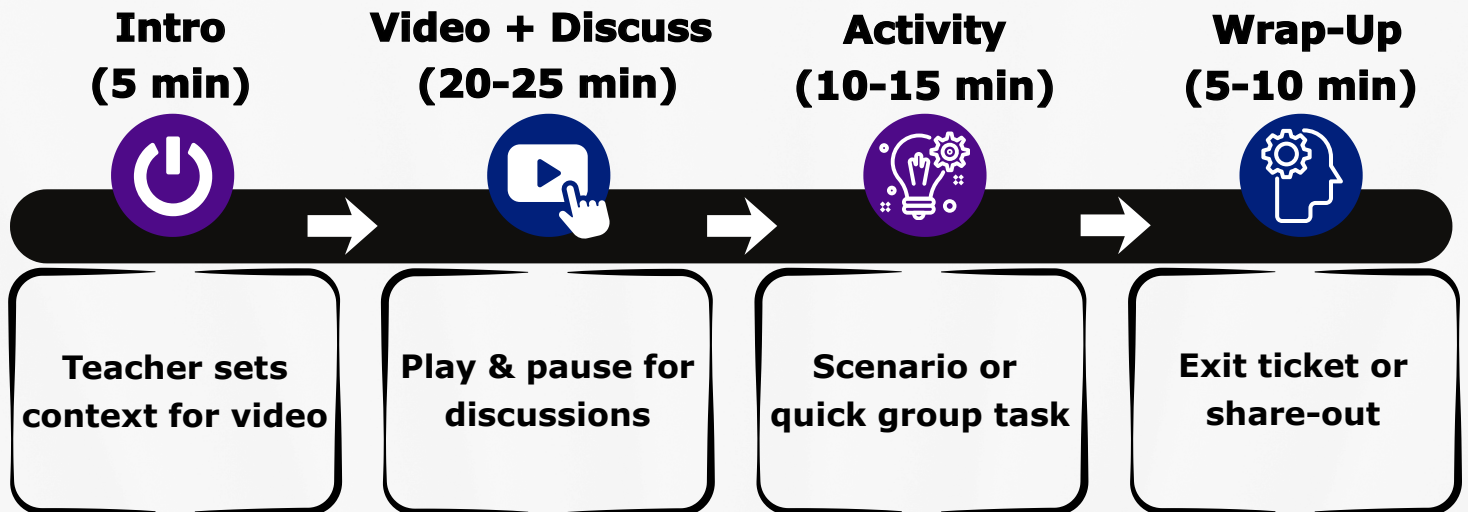
THE BILL OF RIGHTS: YOUR POWER TOOLKIT

USE WITH VIDEO: "THE BILL OF RIGHTS: YOUR POWER TOOLKIT"

LESSON GOAL

Students will explain what the Bill of Rights is, why it was added to the Constitution, and how it protects key freedoms and limits government power, including real-world examples like freedom of the press and basic warrant requirements.

LESSON FLOW (40–50 MIN)



LEARNING OBJECTIVES

- **Explain** how freedom of the press protects the sharing of information and helps hold the government accountable.
- **Identify** that the Bill of Rights includes ten amendments that protect key personal freedoms.
- **Describe** what a warrant must include: probable cause, specific details, and a sworn oath.

NM STANDARDS [@Link](#)

- **9-12.Civ.21.** Evaluate the way America's the United States' founding principles and constitutional structures have influenced initiatives and revisions to foreign policy over time.
- **9-12 Civ.23.** Analyze the U.S. Constitution and its founding principles
- **9-12.Civ.35.** Analyze founding documents and their impact on national unity over time.



Detailed Lesson Flow

INTRO (2–3 MIN)

Teacher Cue:

“Today we’re looking at The Bill of Rights. This lesson is about the first ten amendments to the U.S. Constitution and why they were added. As we watch, listen for two big ideas: what rights the Bill of Rights protects and how those rights show up in real life, including in schools and communities.”

Optional Hook Question:

“If you could only keep one right from the Bill of Rights, which one would you keep and why?”



VIDEO + PAUSE & DISCUSS (20-25 MIN)

Q: “Take a moment and pause to think — can you briefly describe what the Bill of Rights is or does? Can you name some rights contained within the Bill of Rights?”

- **Listen For:** “The Bill of Rights is the first 10 amendments that protect individual freedoms and limit government power.”
- Examples students might name:
 - **1.** Religion, speech, press, protest **2.** Bear Arms **3.** No forced housing soldiers **4.** No unreasonable searches; warrants **5.** Grand jury, double jeopardy, silence, due process, compensation **6.** Fair/speedy trial rights **7.** Civil jury (some cases) **8.** No excessive bail/fines; no cruel punishment **9.** Other rights exist too **10.** Powers to states/people

Optional pause questions

- Which right matters most in your daily life and why?
- Where should the line be between student freedom and school rules?
- What makes a warrant fair and why does it need to be specific?
- How does a free press help keep government accountable?

Teacher note: Pause anywhere you want and go deeper on any right that connects to your class discussions, school life, or a current event.





Detailed Lesson Flow

REFLECTIVE ACTIVITY (10-15 MIN)



Snapchat Case Quick Judge

1. Watch the TODAY clip and stop at 1:42. [LINK](#)
2. In pairs, answer:
 - What factors did and/or should the court consider here?
 - How does the First Amendment apply?
3. Vote: School can discipline / cannot discipline.
4. Quick share-out: 2–3 pairs explain their reasoning.

Apply legal precedent:

Tinker v. Des Moines (1969): Students keep First Amendment rights at school, but schools can limit speech that causes a substantial disruption.

Mahanoy Area School District v. B.L. (2021): From Video. The school violated a student's First Amendment rights by punishing her for an off-campus social media post.

- **Discuss:**
 - Did the Snapchat post in the case in the video cause a disruption at school?
 - Would the outcome have been different if the post was made on school grounds?
 - Could the school impose other sorts of time/place/manner restrictions on students' online posting that may cover the type of online activity they were seeking to regulate in this case?
 - If so, what sorts of restrictions do you think would be appropriate under case law and the First Amendment?
 - If a student's post is offensive or targets another student, based on your understanding of the case law, can the school step in?
 - Where is the line between personal freedom and school responsibility based on your understanding of the cases we discussed?
 - Whether schools should be able to discipline students for off-campus speech if it affects the school environment or other students.

WRAP-UP (5-10 MIN)



Exit Ticket Options:

Write: "In the Snapchat case, the line between student freedom and school responsibility is ___ because ___."

Share: "I think the school should or should not discipline off campus posts when ___."

Teacher Cue: Connect back to lesson goal.

"The Bill of Rights protects our freedoms, but it also sets limits and requires balance. Cases like Tinker and Mahanoy show how courts apply the First Amendment to real situations, including schools and social media."

OPTIONAL EXTENSION ACTIVITY (20-40 MIN)



Have students bring in a news article about activity protected or made possible by the Bill of Rights. Have each student present their article to the class and explain how the Bill of Rights protects or makes possible that activity.

Knowledge Check & Feedback

STUDENT QUIZ & FEEDBACK

<https://tinyurl.com/lesson3student>



TEACHER FEEDBACK

<https://tinyurl.com/lesson3teacher>

