



Principles of the Constitution through Time Individual Rights



Learning Objective: The student will understand how the principles of the Constitution have been reflected in historical events.

TEKS: Texas History 7.13A, USH 8.15D, Government 6D

Materials Needed: Copy of vocabulary graphic organizer, copy of appropriate principle handout, and access to internet to show video.

Teacher Background: The following lesson plan is designed to accompany the LRE video series #LiamLearns. The lesson plan that is provided is designed to be used in the following subjects: Texas History, 8th Grade US History, US History 1877 to the present, and U.S. Government. Each of the stimulus pieces attached to each principle have been selected to allow the principle to be reviewed throughout the various courses. Note: The intended course is located at the bottom of each page.

Teaching Strategy:

1. Explain to students that they will be reviewing “Individual Rights” one of the principles of the Constitution and that they will be watching a short video to remind them of the concept followed by analyzing the concept in history.
2. Provide each student with a vocabulary graphic organizer, and explain that as they watch the following video, that they need to be prepared to define the principle, provide a definition, and an example.
3. Have students watch the video on Individual Rights at the following link:
<http://www.texaslre.org/liamlearns/>
4. When students have finished watching the video, give them time to complete their graphic organizer and check for student understanding by having students share their learning.
5. Once students have an understanding of the term, provide them with the appropriate document for their grade level and have them analyze using the questions provided.

Note: Strategies for various types of primary sources have been included in this lesson to help students with analyzing different types of sources. They are located at the end of this lesson plan.

Each grade level is hyperlinked to a Google Document. Suggested Units to use documents:

1. [Texas History](#) – Citizenship/Civil Rights Unit
2. [8th Grade US History](#)- Reform Unit
3. [US History 1877 to present](#) – Civil Rights Unit
4. [Government](#) – Judicial Branch Unit

Document Analysis Suggested Answers

Below you will find suggested answers for each of the documents. Each bullet represents the questions asked on the documents.

7th Grade

- Evidence could include: People are peacefully protesting which is protected under the first amendment: freedom to peacefully assemble and freedom of speech.
- Answers will vary.

8th Grade

- The flyer promotes Amendment 1 of the U.S. Constitution by promoting peaceful assembly and free speech.
- The right to vote for women and blacks.

US History 1877 to Present

- The documents support the individual rights of students in school. Mary Beth Tinker and her brother wore black armbands to school to protest the Vietnam War and according to the excerpt students do not shed their rights when they are in school. Note: It might be important to point out that the court has ruled that these rights exist as long as they don't create a material and substantial interference with the educational process.
- Tinker v Des Moines

Government

- This document supports the right of an individual to a writ of Habeas Corpus. It is used by individuals to seek help from a court regarding their rights. This document is the handwritten appeal by Clarence Earl Gideon led to the Supreme Court decision that said that the 6th amendments guarantee of an attorney applies to state courts under the 14th amendment.