



YOUTH ART PROJECT FOR:

BILL OF RIGHTS

OBJECTIVE

To have the students learn about the Bill of Rights and the history of it.

Set up/prep time:

30 minutes

Activity Time:

2-3 hours

Materials Needed:

Water colors, brushes, containers to hold water, water, paper towels, pencil, eraser, paper, black fine point marker





COMMON CORE STATE STANDARD

CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

PRE LESSON ASSESSMENT

Do a pre lesson assessment to determine what the students already know about the Bill of Rights.

VOCABULARY

Amendment, U.S. Constitution, Bill of Rights, Ratified

RELEVANT RESOURCES

Content

<http://www.texasre.org/downloads/bore.pdf>

https://en.wikipedia.org/wiki/United_States_Bill_of_Rights

<http://www.historyforkids.org/learn/northamerica/after1500/government/billofrights.htm>

Art

<http://www.magic-mural-factory.com/Pictures/Garden/LA%20Stencil%20works/PetalFlower.gif>

<http://www.wikihow.com/Draw-a-Circle>

http://www.ehow.com/how_10044696_shading-watercolor.html

Students will engage in:

- Listening
- Speaking
- Reading
- Writing
- Partner Work
- Cooperative Learning
- Whole Group Instruction
- Visuals
- Hands on
- Technology Integration
- A Project
- Centers
- Simulations
- Activities

“Contrary to all the blather we hear about the unique goodness of the American people or our religious heritage or anything else, the one thing that set this country apart from all others was the Bill of Rights.”

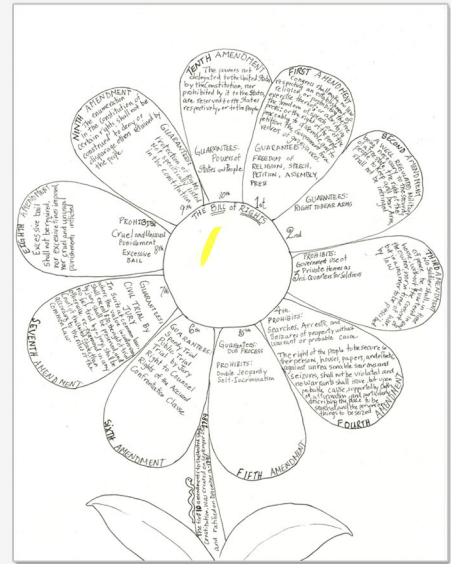
-Harry Browne





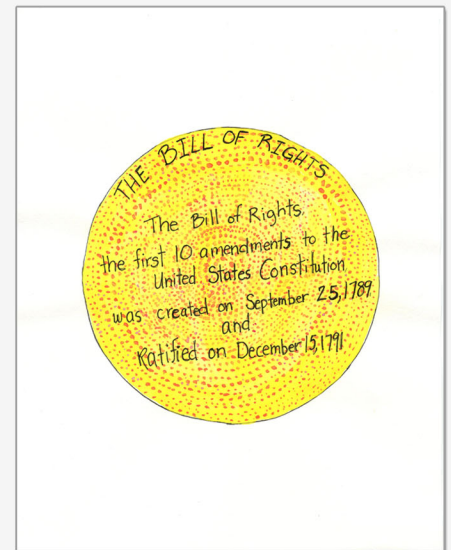
STEP 1

This lesson is part of an entire unit focused on the Bill of Rights; it's recommended this lesson be taught first. All of the art composed in these lessons will be connected in the end. Using a compass, or by free hand, have each student draw a large circle on either a plain piece of paper, butcher paper, or poster board. This circle will be the center of a large flower that will be the finished art piece of this unit. Keep that in mind that the petals will need to be larger than whatever size circle the students choose to draw. After the outline of the circle is done, have the students cut out their circle.



STEP 2

Using a black fine point pen, have the students label their large circle, "BILL OF RIGHTS." Within this circle, the students will write the importance of the Bill of Rights and the history that goes along with it. Be sure the students include September 25, 1789, as the day the Bill of Rights was created, and December 15, 1791, as the day it was ratified.



STEP 3

Have the students use watercolors to paint their artwork as they desire. If needed, have the students go over their writings again with a black fine point marker so their words can be seen clearly. Have the students share what they have learned about the Bill of Rights either in front of the class, or in groups, so they can practice their speaking and listening skills. If possible, display the students' artwork with enough space available for the ten petals to be added as they are completed during the lessons throughout the unit.



POST LESSON ASSESSMENT

Do a post assessment to determine what new knowledge the students have gained.

