

**Unit 2: Effective Citizenship**  
**Fifth Grade Social Studies**  
**MERIT**

In this unit, students will learn the importance of being a responsible citizen. The students will understand the **beliefs and ideals** behind the need for the Bill of Rights. Students will also begin to understand basic economic principles by learning about the relationship within **production, distribution, consumption.**

**Standards:**

**SS5CG1 The student will explain how a citizen’s rights are protected under the U.S. Constitution.**

**a. Explain the responsibilities of a citizen.**

**b. Explain the freedoms granted and rights protected by the Bill of Rights.**

**SS5E3 The student will describe how consumers and businesses interact in the United States**

**economy across time.**

**a. Describe how competition, markets, and prices influence people’s behavior.**

**Vocabulary**

amendment	competition	entrepreneur	natural resources	sacrifice
Bill of Rights	citizen	goods	opportunity cost	service
budget	demand	incentive	population	supply
charter	democracy	income	representative democracy	transportation

**Day 1-2**      **Preview Activity Bill of Rights PowerPoint and Note Taking Activity**

**Day 3**      **Launch Task: Introduction of Vocabulary**  
**Approx. 2 Day(s)**  
 Using the *Vocabulary Word Map* strategy students will be introduced to the concept of Effective Citizenship and the vocabulary associated with that concept by completing a Frayer Model on each term.

**Day 4**      **Lesson #2 Can I: Rights vs. Responsibility**  
 Students explore the categories of rights and responsibilities held by United States citizens. By comparing and contrasting personal and political rights with social responsibilities and personal duties, students begin to see where rights and responsibilities meet, overlap, and even conflict.  
**Objective:**  
 Students will be able to:

- create a list of classroom expectations and differentiate between rights and responsibilities in the classroom.
- identify key rights and responsibilities held by U.S. citizen; .explore the conflict between some rights and responsibilities (i.e. freedom of speech and public safety).
- create a Bill of Rights and list of responsibilities they think are important for a fictional country.

**Day 5**      **Lesson #3 Citizenship: Just the Facts**  
 Students learn about the status of citizenship in the United States. As a foundation for studying the rights and responsibilities of citizens, students learn what it means to be a citizen and how citizenship is obtained. Students also examine the dynamic nature of citizenship over time.

	<p><u>Objectives</u></p> <ul style="list-style-type: none"> <li>• Students will be able to :</li> <li>• define citizenship as it applies in the modern US on a graphic organizer by pulling information from a text.</li> <li>• describe the process of becoming a US citizen (naturalization) by examining the Oath of Allegiance and recording information from a text onto a graphic organizer.</li> <li>• analyze the dynamic nature of citizenship over time through word problems about the amendments covering suffrage.</li> </ul>
<b>Day 6-7</b>	<p><b><u>Lesson #4: Bill of Rights: You Mean I Have Got Rights?</u></b></p> <p>Students learn about the rights guaranteed by the Bill of Rights and other important constitutional amendments. First they consider what rights they believe are important, then they read and analyze the real text of each amendment. This lesson also helps students analyze the impact that the Bill of Rights has on their daily lives. Completing this lesson prepares students to play the game <a href="#"><i>Do I Have a Right?</i></a></p> <p><b><u>Objectives:</u></b></p> <p>The student will...</p> <ul style="list-style-type: none"> <li>• Analyze a list of potential "rights" that citizens should have.</li> <li>• Use labels to compare the rights they chose with the rights in the actual Constitutional amendments.</li> <li>• Identify key vocabulary in the original language of the Bill of Rights.</li> <li>• Complete a cloze activity to demonstrate an understanding of the Bill of Rights.</li> <li>• Analyze the impact of the Bill of Rights on daily life in the United States.</li> </ul>
<b>Day 8-9</b>	<b>Study Guide completed for Unit 1 and 2 Test</b>
<b>Day 10</b>	<b>Unit Test Review</b>
<b>Day 11</b>	<b>U nit Test over Unit 1 and Unit 2</b>

Date \_\_\_\_\_  
Essential Question \_\_\_\_\_  
Learning Standard \_\_\_\_\_

**Note Taking Guide**

The \_\_\_\_\_ are the first ten amendments to the United States Constitution.

Who determines what the Bill of Rights mean? The United States \_\_\_\_\_ makes the rulings on the meaning of the Bill of Rights. The job of the Supreme Court is to \_\_\_\_\_ of the \_\_\_\_\_ with the needs of society. There are \_\_\_\_\_ justices on the United States Supreme Court, once appointed they serve until they \_\_\_\_\_ or voluntarily \_\_\_\_\_ from the job.

The First Amendment contains \_\_\_\_\_ rights. The \_\_\_\_\_ rights are:

- Freedom of \_\_\_\_\_
- Freedom of \_\_\_\_\_
- Freedom of \_\_\_\_\_
- Freedom of \_\_\_\_\_
- Freedom to \_\_\_\_\_.

1. Free Speech: \_\_\_\_\_ shall make no laws...abridging the freedom of speech.

- Limits:
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

- Citizens can:
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

2. Freedom of Religion: Congress shall make no law respecting an \_\_\_\_\_ or \_\_\_\_\_.

- Two clauses:

- \_\_\_\_\_
  - **Issues**
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

**Government can**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Government cannot**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

○ **Free Exercise of Religion**

**People Can**

**People Cannot**

- |         |         |
|---------|---------|
| ▪ _____ | ▪ _____ |
| ▪ _____ | ▪ _____ |
| ▪ _____ | ▪ _____ |

**3. Freedom of the Press**

- \_\_\_\_\_ shall no law... \_\_\_\_\_...the freedom of the \_\_\_\_\_.

○ **Freedom of the Press**

**Press Can**

**Press Cannot**

- |         |         |
|---------|---------|
| ▪ _____ | ▪ _____ |
| ▪ _____ | ▪ _____ |
| ▪ _____ | ▪ _____ |
| ▪ _____ | ▪ _____ |

**4. Freedom of Assembly**

- \_\_\_\_\_ shall no law... \_\_\_\_\_...the people to \_\_\_\_\_.

○ **Freedom of Assembly**

**People Can**

**People Cannot**

- |         |         |
|---------|---------|
| ▪ _____ | ▪ _____ |
| ▪ _____ | ▪ _____ |
| ▪ _____ | ▪ _____ |
| ▪ _____ | ▪ _____ |

**5. Petition the Government**

- \_\_\_\_\_ shall no law... \_\_\_\_\_...the people ...to \_\_\_\_\_ the government for a \_\_\_\_\_ of grievances.

○ **Petition the government**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Second Amendment...The Right to Bear \_\_\_\_\_.**

- A well-regulated \_\_\_\_\_, being necessary to the security of a free state, the right of the people to \_\_\_\_\_ shall not be infringed.
- **Current issues with the Second Amendment**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Third Amendment...The \_\_\_\_\_ cannot force you to shelter \_\_\_\_\_ in your \_\_\_\_\_ without your \_\_\_\_\_ or permission in time of \_\_\_\_\_ or \_\_\_\_\_.**

**Amendment 4 through 8 are the amendments that preserve the rights of the \_\_\_\_\_.**  
**These are the \_\_\_\_\_ amendments.**

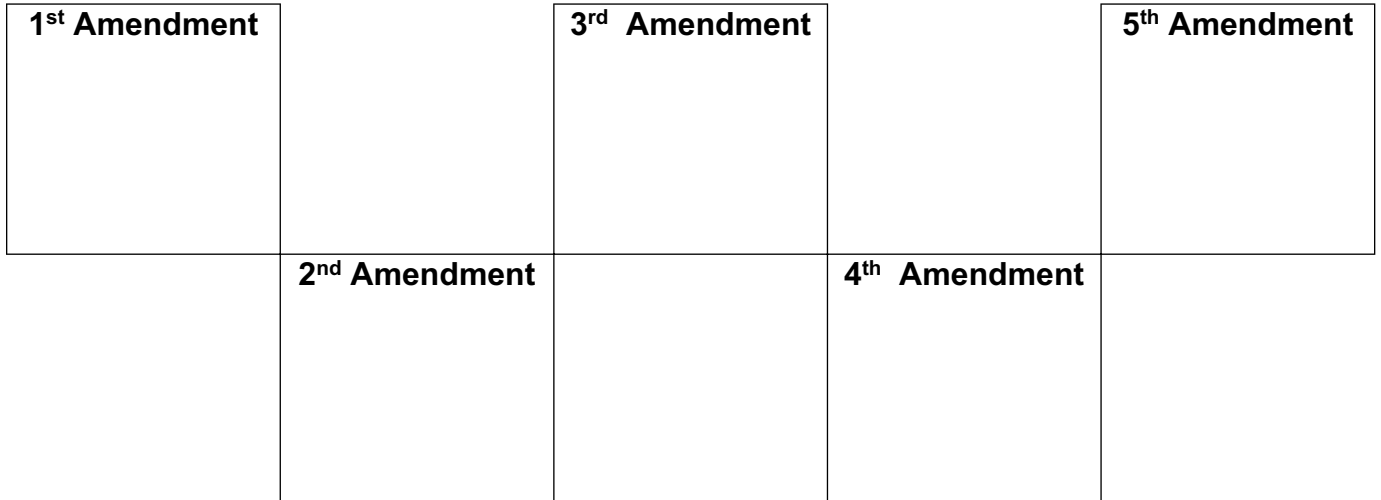
- **Amendment 4:** It prohibits unreasonable \_\_\_\_\_ and requires any \_\_\_\_\_ to be judicially sanctioned and supported by \_\_\_\_\_.
  - **Amendment 5:** You cannot be tried for the same crime \_\_\_\_\_; that is called \_\_\_\_\_." You do not have to testify against \_\_\_\_\_ . I plead the \_\_\_\_\_.
- An individual accused of a crime must have \_\_\_\_\_ before you are convicted.**

The government cannot take your \_\_\_\_\_ unless it \_\_\_\_\_.

- **Amendment 6:** You have the right to speedy \_\_\_\_\_ by an \_\_\_\_\_ (not favoring either side). You must be told of \_\_\_\_\_ filed against you. You must be provided a \_\_\_\_\_; if you cannot afford one then one will be provided for you.
- **Amendment 7:** In suits \_\_\_\_\_, where the value in controversy shall exceed \_\_\_\_\_ dollars, the right of trial by \_\_\_\_\_ 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 8:** Protection from excessive \_\_\_\_\_, fines, and \_\_\_\_\_ and \_\_\_\_\_ punishment

**Amendment 9:** Says that just because a \_\_\_\_\_ isn't expressly written into the Constitution, that doesn't mean it \_\_\_\_\_ a right.

**Amendment 10:** Any powers not given to the \_\_\_\_\_ government, nor powers that are prohibited to the individual \_\_\_\_\_ by the Constitution are then reserved to the \_\_\_\_\_ or the \_\_\_\_\_.



**Bill of Rights**

**6<sup>th</sup> Amendment**

**7<sup>th</sup> Amendment**

**8<sup>th</sup> Amendment**

**9<sup>th</sup> Amendment**

**10<sup>th</sup> Amendment**

Date \_\_\_\_\_  
 Essential Question \_\_\_\_\_  
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**Lesson #1---Vocabulary Introduction**

**Vocabulary**

amendment	competition	entrepreneur	natural resources	sacrifice
Bill of Rights	citizen	goods	opportunity cost	service
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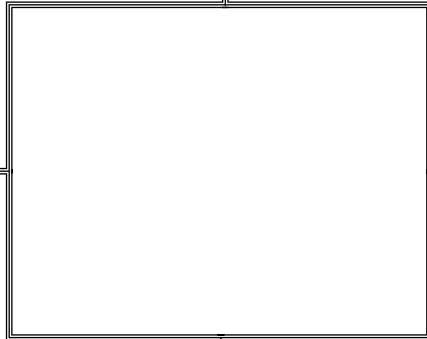
**Complete a Frayer Model for each vocabulary term.**

<u><b>Definition</b></u>	<u><b>Example</b></u>
<u><b>Characteristics</b></u>	<u><b>Illustration</b></u>



**Definition**

**Example**

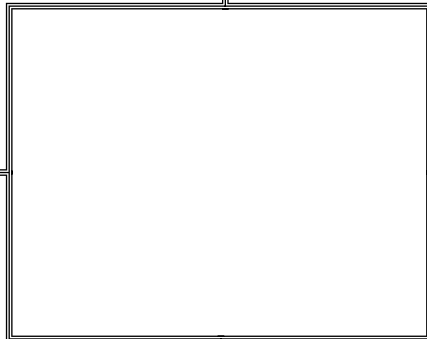


**Characteristics**

**Illustration**

**Definition**

**Example**

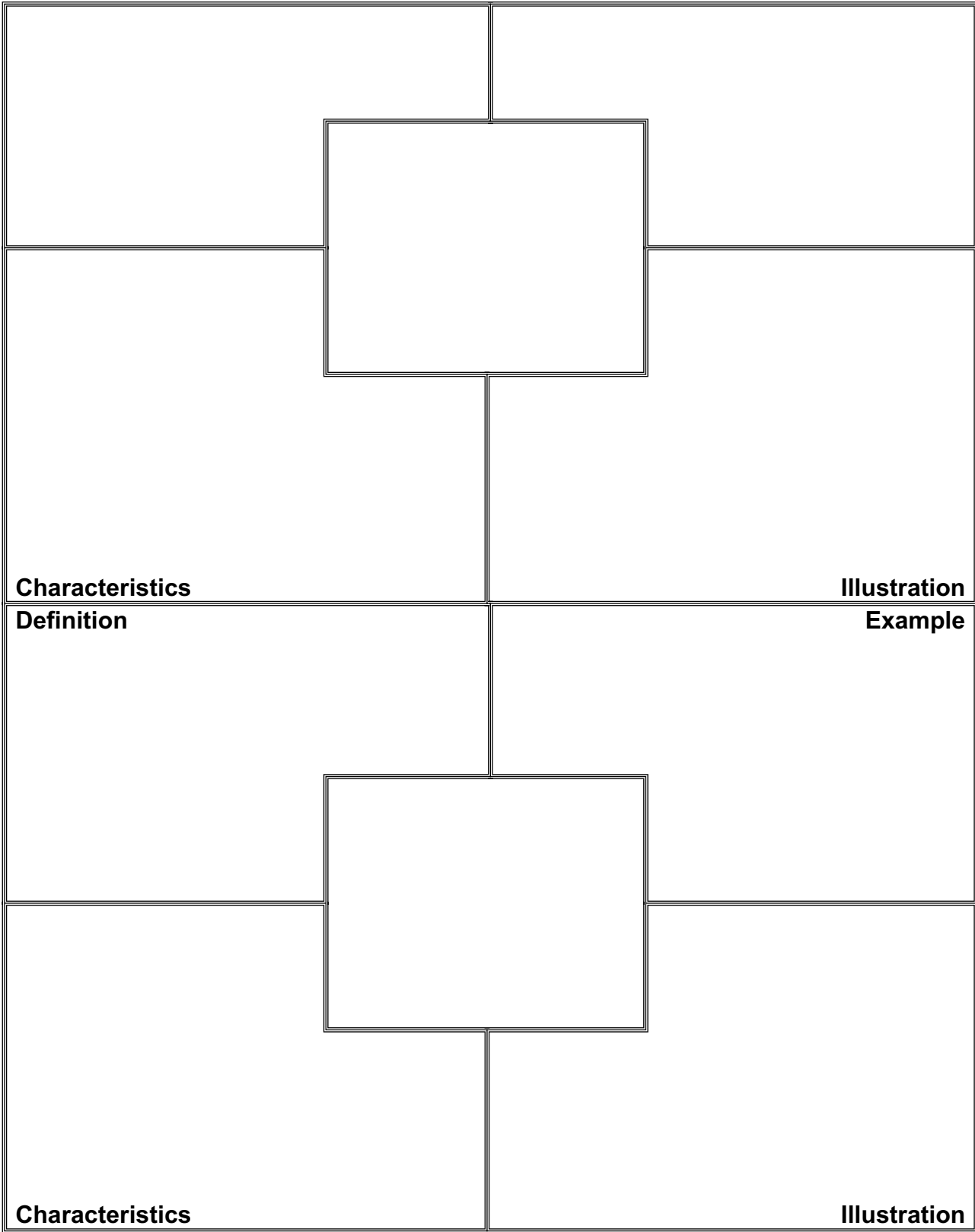


**Characteristics**

**Illustration**

**Definition**

**Example**



**Definition**

**Example**

**Characteristics**

**Illustration**

**Definition**

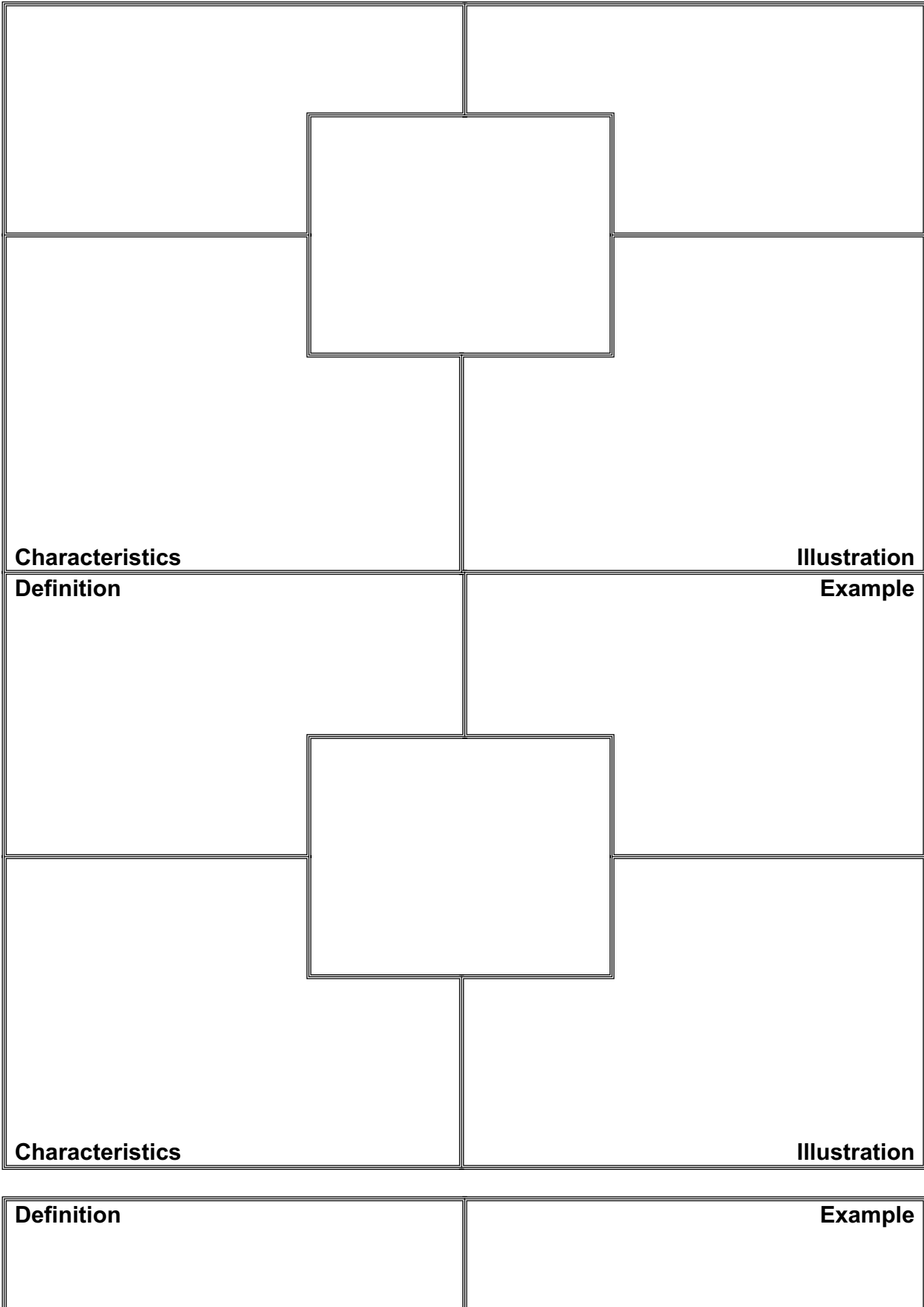
**Example**

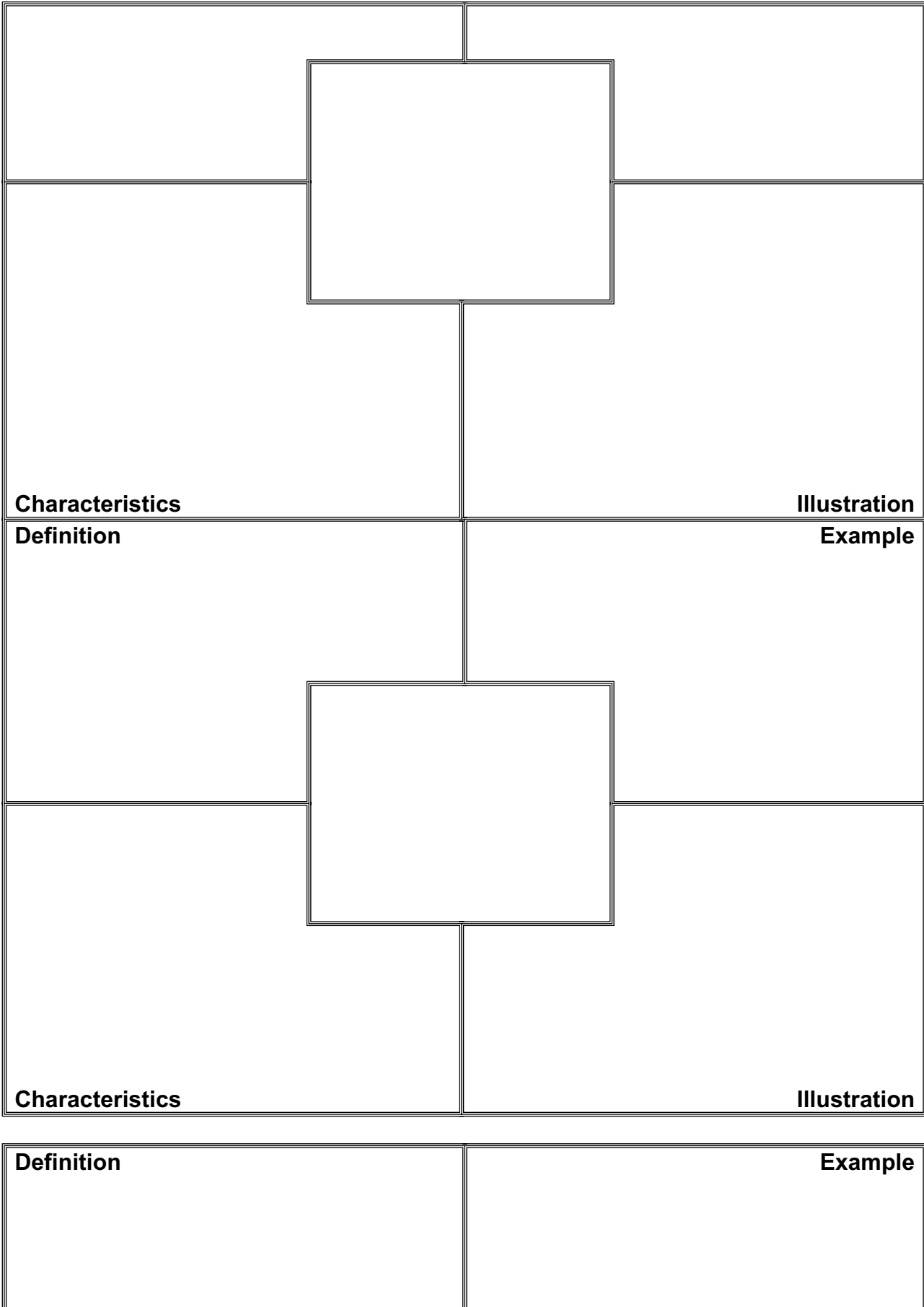
**Characteristics**

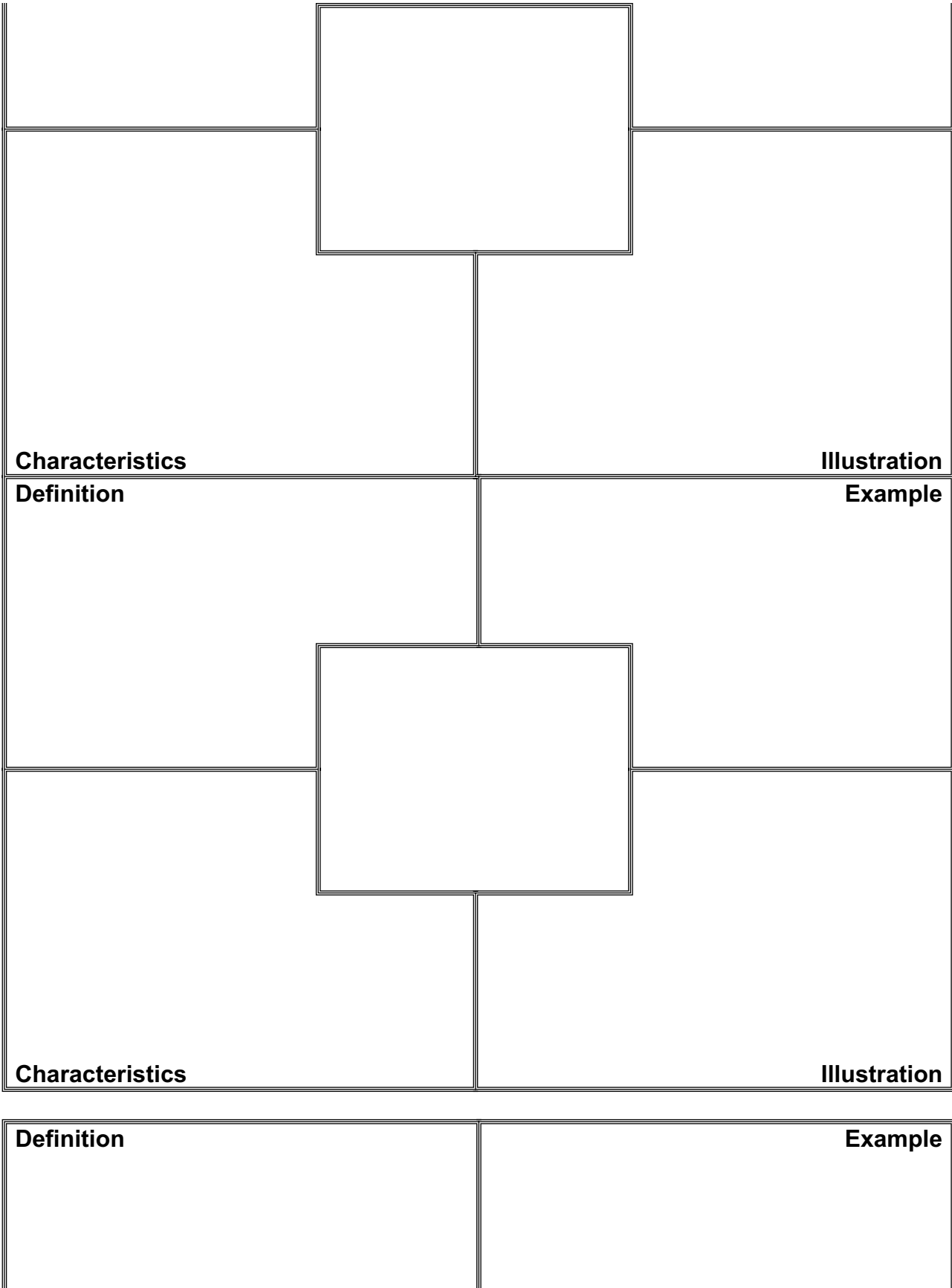
**Illustration**

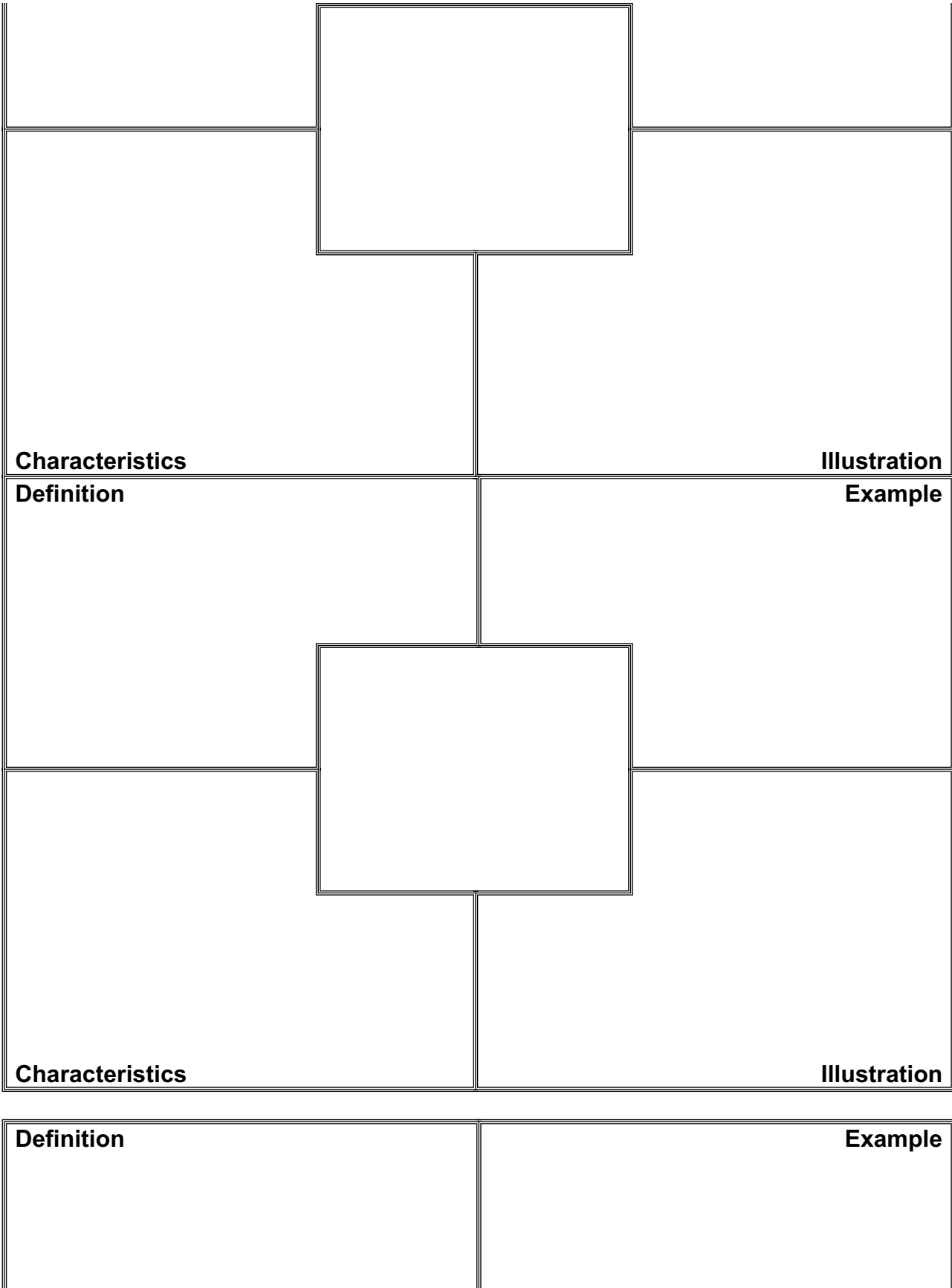
**Definition**

**Example**









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Date \_\_\_\_\_

Essential Question \_\_\_\_\_

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**Lesson #2 Can I: Rights vs. Responsibility**

Students explore the categories of rights and responsibilities held by United States citizens. By comparing and contrasting personal and political rights with social responsibilities and personal duties, students begin to see where rights and responsibilities meet, overlap, and even conflict.

**Objective:**

Students will be able to:

- create a list of classroom expectations and differentiate between rights and responsibilities in the classroom.
- identify key rights and responsibilities held by U.S. citizen; .explore the conflict between some rights and responsibilities (i.e. freedom of speech and public safety).
- create a Bill of Rights and list of responsibilities they think are important for a fictional country.

**CAN I?**  
**What are your rights?**  
**What are your responsibilities?**  
**What is the difference?**

**RIGHTS**

<b>Definition</b>			
<b>Categories of rights and examples:</b>			
<b>1.</b>		<b>1.</b>	
<b>2.</b>		<b>2.</b>	
<b>3.</b>		<b>3.</b>	
<b>4.</b>		<b>4.</b>	
<b>5.</b>		<b>5.</b>	
<b>Do students and adults have the same rights?</b>		<b>Yes</b>	<b>No</b>
<b>Does this seem fair to you?</b>		<b>Yes</b>	<b>No</b>
<b>Give one reason that it might be important for students to have limited rights.</b>			

**Your Rights:**

**Pick your favorite right from the list above. Write it on the line, then fill in the blanks and check the correct boxes below:**

\_\_\_\_\_ is a

	<b>Personal Right</b>
	<b>Political Right</b>
	<b>impacts participation in the political process</b>

This right or freedom

impacts people's lives
------------------------

This right or freedom is important to me because

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### RESPONSIBILITIES

Definition	

Categories of responsibilities and examples:	
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Do students have responsibilities? Yes No

List four responsibilities from the list above that would apply to you as a student

1.
2.
3.
4.

OVERLAP <span style="float: right;">→</span>	
Is voting a right?	
YES	NO
Is voting a responsibility?	
YES	NO
Do rights and responsibilities overlap?	
YES	NO

← CONFLICT
If you yelled "FIRE!" in a crowded movie theatre, you would be exercising the right to
Breaking your responsibility to
Which do you think is more important in this situation?
Right Responsibility

# You are the founder of a new country named

Create a flag for your country:

Write a motto or short phrase for your country

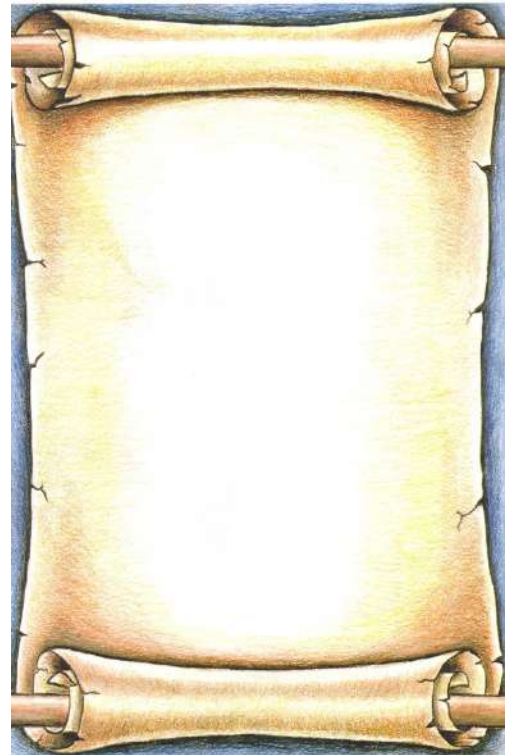
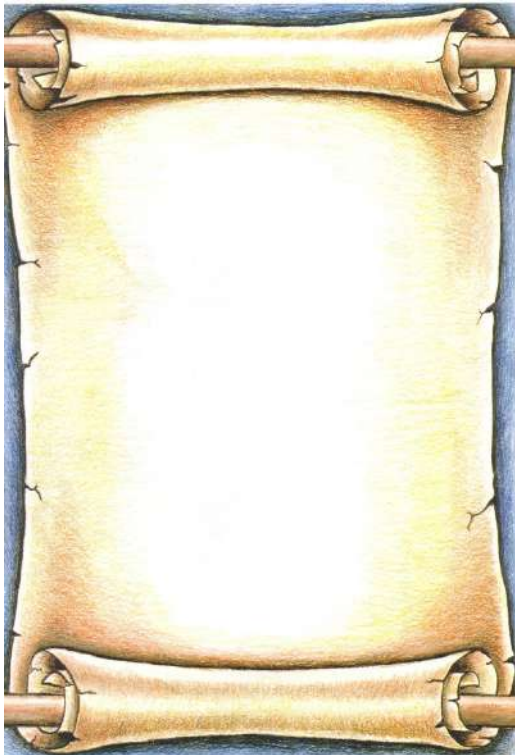
Now you must sort the responsibilities and rights below into the correct categories, so that your citizens know exactly what their privileges and duties are! Fill in the last line on each scroll with a right and a responsibility that you think is important.

assembly  
petition  
religion  
movement  
pay taxes

*Rights*

stay informed  
get an education  
own property  
tolerate others  
obey laws

*Responsibilities*



Being the leader of a new country is a big job, but you seem to be doing a pretty good job! Here a letter from your subjects about their rights and responsibilities. Use your notes from the PowerPoint to fill in the blanks below.

<p><i>To Our Dear Leader:</i></p> <p><i>We are writing to you today to express our gratitude for always protecting our _____.</i> We greatly appreciate your understanding of your _____ rights, allowing us to live our lives the way we want to. Similarly, you have done a most excellent job letting us participate in the political process by practicing our _____ rights.</p> <p><i>We promise, as faithful _____, or members of your nation, that we will do our best to fulfill our _____ even when they _____ with our rights. Both our _____ and _____</i></p> <p><i>Are of the utmost importance to us! It will be even easier to observe them when they _____ with our rights.</i></p> <p style="text-align: right;"><i>Most Sincerely,</i></p> <p style="text-align: center;">_____</p> <p style="text-align: center;"><i>Your Rightful and Responsible Citizen</i></p>	
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**YOU MAKE THE CALL**

<b>1. You drew a picture of your town's mayor as an evil wizard. Which right applies</b>		
<b>Freedom of Speech</b>	<b>OR</b>	<b>Right to Assembly</b>
<b>2. You want to go to visit your grandpa and grandma in another state. Which right applies?</b>		
	OR	
<b>3. You are a reporter and have a true story about a local politician. Which right applies?</b>		
	OR	
<b>4. You want to get your friends together to talk about a hot issue. Which right applies?</b>		
	OR	



**Lesson #3 Citizenship: Just the Facts**

Students learn about the status of citizenship in the United States. As a foundation for studying the rights and responsibilities of citizens, students learn what it means to be a citizen and how citizenship is obtained. Students also examine the dynamic nature of citizenship over time.

**Objectives**

- Students will be able to :
- define citizenship as it applies in the modern US on a graphic organizer by pulling information from a text.
- describe the process of becoming a US citizen (naturalization) by examining the Oath of Allegiance and recording information from a text onto a graphic organizer.
- analyze the dynamic nature of citizenship over time through word problems about the amendments covering suffrage.

**Pre—test**

True	False	
		1. Naturalization is the process that allows you to be more natural.
		2. To be naturalized you must be under 18 years old.
		3. In 1791, the Bill of Rights was added to the Constitution.
		4. Women have always had the right to vote.
		5. Allegiance means loyalty to a person, country, or belief.
		6. People who serve in the U.S. Military at least a year can become citizens.
		7. Today, you must be 21 years old to vote.
		8. Martin Luther King, Jr. led a march to protest the lack of food in the South.
		9. Today, people can be citizens regardless of their race or gender.
		10. As citizens we have both rights and responsibilities.













Date \_\_\_\_\_  
Essential Question \_\_\_\_\_

**Lesson #4: Bill of Rights: You Mean I Have Got Rights?**

Students learn about the rights guaranteed by the Bill of Rights and other important constitutional amendments. First they consider what rights they believe are important, then they read and analyze the real text of each amendment. This lesson also helps students analyze the impact that the Bill of Rights has on their daily lives. Completing this lesson prepares students to play the game [\*Do I Have a Right?\*](#)

**Objectives:**

The student will...

- Analyze a list of potential "rights" that citizens should have.
- Use labels to compare the rights they chose with the rights in the actual Constitutional amendments.
- Identify key vocabulary in the original language of the Bill of Rights.
- Complete a cloze activity to demonstrate an understanding of the Bill of Rights.
- Analyze the impact of the Bill of Rights on daily life in the United States.

## **I Have Rights?!?!**

**Fast Forward** . . . The year is 2056. The world as you know it has been completely destroyed by alien invaders. You and a group of survivors have just won a terrifying battle against the aliens, who have now left the planet. Now you're free, but everyone is still afraid because there is nothing on paper to guarantee people will have rights.. The leaders of the group have decided to create the Pamphlet of Protections. The Pamphlet will define what rights people will have. The following are rights that some of the leaders think should be included in the Pamphlet of Protections. They want your input. Mark your top 10 choices below:

### **Pamphlet of Protections**

- 1. The people shall have the right to own weapons.
- 2. Everyone must be friends with everyone else.
- 3. People are free to express their opinions on any subject.
- 4. A person accused of a crime has the right to a fair trial.
- 5. Criminals shall not be punished in a way that is mean or weird.
- 6. The people shall have the right to clean streets and parks.
- 7. Laws can't stop adult citizens from voting.
- 8. The people shall have the right to a free education.
- 9. All people shall be protected equally by the laws.
- 10. The people shall never be enslaved.
- 11. No person shall be searched without a good reason
- 12. The people shall be free to drive as soon as they can operate a car.
- 13. No person shall be required to fight in a war.
- 14. No person will be put on trial twice for the same crime.
- 15. A person may follow any religion or no religion.

**Rewind . . .** The year is 1791. The world as Americans knew it has recently been turned upside down by the end of the Revolutionary War—a war that gave them their freedom from England. Now American colonists will no longer have to submit to an unfair king who wanted to keep Americans from having rights of their own. America is independent, but there is nothing on paper to guarantee the new government will give people the rights and freedoms they want. A group of leaders decides to add a Bill of Rights to the Constitution to define what rights people will have. Be careful: Some rights will be in both documents and some won't!

## Bill of Rights

### Pamphlet of Protections

Protection #

#### **Amendment #1**

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.

Protection #

#### **Amendment 2**

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.

Protection #

#### **Amendment #3**

No soldier shall, in time of peace be quartered in any house, without the consent of the owner . . . .

Protection #

#### **Amendment #4**

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

Protection #

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 #5**

No person shall . . . be subject for the same offense 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.



**Pamphlet of  
Protections**

**Provision #**

**Amendment 6**

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury . . . 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 defense.

**Provision #**

**Amendment 7**

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

**Provision #**

reexamined in any court of the United States, than according to the rules of the common law.

**Provision #**

**Amendment 8**

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

**Provision #**

**Amendment 9**

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

**Amendment 10**

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.

**Lesson 5: Review  
I Have Rights?!?!**

Fill in the Blank. Identify the real-life rights the Bill of Rights gives you by filling in the missing words below.

effects	unusual	speedy	soldiers	place	persons
houses	eighteen	twice	searched	searches	gender
arms	color	property	slavery	race	persons
witness	offense	public	speech	cruel	laws
protection	petition	himself	public	seizures	papers
press	government	things	seized		

1) A person accused of a crime has the right to a \_\_\_\_\_ and \_\_\_\_\_ trial.

2) A warrant must describe the \_\_\_\_\_ to be \_\_\_\_\_ and the \_\_\_\_\_ or \_\_\_\_\_ to be \_\_\_\_\_.

3) People have the right to keep and bear \_\_\_\_\_.

4) There will be no \_\_\_\_\_ and \_\_\_\_\_ punishments.

5) \_\_\_\_\_ shall not exist in the United States.

6) A person accused of a crime does not have to be a \_\_\_\_\_ against \_\_\_\_\_.

7) Private \_\_\_\_\_ cannot be taken for \_\_\_\_\_ use without paying the owner a fair price.

8) People have the right to be free from unreasonable \_\_\_\_\_ and \_\_\_\_\_ of their \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

9) There can't be any law restricting peoples' freedom of \_\_\_\_\_ or of the

\_\_\_\_\_.

10) People have the right to \_\_\_\_\_ the \_\_\_\_\_ if they are unhappy.

11) People who are at least \_\_\_\_\_ years old have the right to vote regardless of their \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_.

12) A state cannot deny anyone equal \_\_\_\_\_ of the state's \_\_\_\_\_.

13) A person cannot be put on trial \_\_\_\_\_ for the same \_\_\_\_\_.

14) People don't have to let \_\_\_\_\_ live in their houses.

**I Have Rights?!?!**

**Can They Do That? Read each person’s story and decide if that person has a right. If so, which of the amendments found in the Bill of Rights (the first 10 amendments) gives them that right?**

<p>1) I dyed my hair green because I wanted to make a statement. I didn’t think that statement would be, “Search my backpack!” A police officer stopped me and said that he was going to search my backpack because he didn’t like my hair color. Do I have a right to privacy in this circumstance?</p> <p>NO YES, in Amendment # _____</p> <p>2) I was arrested 12 months ago. I’ve been accused of speeding, but I haven’t been given an opportunity to defend myself against the charge. I think they’re just going to leave me in this jail forever! Do I have a right to a speedy and fair trial?</p> <p>NO YES, in Amendment # _____</p> <p>3) I do not like our mayor at all. I think he has made some very bad choices and is not managing our town very well. I’m going to practice my free speech by spray painting a message for the whole town on the mayor’s front door. Do I have a right to free speech through vandalism?</p> <p>NO YES, in Amendment # _____</p>	<p>4) I know there is a law against keeping lions as pets in my town, but as long as I keep it on my property I should be allowed to have one! That’s what private property is all about, right? Do I have a right to do what I want on my property?</p> <p>NO YES, in Amendment # _____</p> <p>5) I am Buddhist, which means that I practice the religion of Buddhism. I just moved to a new town that has banned all religion. The sheriff has threatened to arrest me if I don’t take an oath against religion. Do I have a right to practice religion?</p> <p>NO YES, in Amendment # _____</p> <p>6) As punishment for accidentally breaking my neighbor’s window, I have to replace all the windows that break in our town for the next year... while wearing a silly hat and embarrassing outfit! Do I have a right to fight my punishment?</p> <p>NO YES, in Amendment # _____</p>
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**A World Without?**

**Imagine what life would be like if our rights weren't protected. In complete sentences, describe what might happen if each of these amendments were missing from the Constitution.**

<b>Without the</b>	<b>...this might happen!</b>
<b>1<sup>st</sup> Amendment</b>	
<b>4<sup>th</sup> Amendment</b>	
<b>5<sup>th</sup> Amendment</b>	
<b>7<sup>th</sup> Amendment</b>	
<b>8<sup>th</sup> Amendment</b>	

