

U.S. HISTORY LESSON

BILL OF RIGHTS - AMERICANS WITH DISABILITIES ACT

Objectives

TEKS

- 8.16C** Identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights.
 - D** Analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.
- 8.19A** Summarize the issues, decisions, and significance of landmark Supreme Court cases including *Marbury v. Madison*, *McCulloch vs. Maryland*, and *Gibbons v. Ogden*.
- 8.20B** Summarize the rights guaranteed in the Bill of Rights.
 - D** Identify examples of responsible citizenship, including obeying rules and laws, voting, and serving on juries.
 - F** Explain how the rights and responsibilities of U.S. citizens reflect our national identity.

ACTIVITIES AND RESOURCES

Pre-Museum Visit

The teacher will have the students study the Bill of Rights. Special attention should be given to the First and Ninth Amendments. (The teacher should use the information from the textbook that helps the student understand each amendment. The teacher may use the specific information provided in the teacher materials.)

Museum Visit

The teacher will introduce the Americans with Disabilities Act. The students will be divided into groups of five with a team leader to act as the recorder for the group in the Museum.

Tour

Students will go to the Domestic Policy (Education) Section of the Museum. The students will read the information about the ADA, watch the short video and tell the team leader the answers to the questions. Docents will supervise student groups, but will not give the answers.

In the Classroom *

1. Discuss the answers. The discussion may be docent led.
2. Read the Verdisco-Al Hubbard letter. After reading the letter, the students will role-play as store owners and answer the following question:
What should a business owner do to prepare his business to meet the ADA requirements? (Brain-storm on the paper provided.)
3. Follow-up discussion from each group
4. Students will decide which amendment(s) apply to the ADA and why.

* Part of the group will use the video room to see clips of the ADA signing and look at the handout on the ADA.

ASSESSMENT

Final analysis

Students should go to local businesses to see if the business had complied with the ADA and how it has met the needs of the individual.

NOTES

Materials needed

butcher paper
markers
documents
worksheets
clipboards for group
recorders