  

*My Rights & Liberties: SS.7.C.2.5*

***Protecting and Limiting Rights***

**VIDEO VIEWING GUIDE #1**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Protecting Our Rights Video #1**

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| **Question** | **List Specific Evidence from the Video** | **Complete Sentence** |
| **1.** Why didn’t the Founding Fathers believe the Constitution needed a Bill of Rights?  |  |  |
| **2.** What rights will we find in Article I, Section Nine of the U.S. Constitution?  |  |  |
| **3.** Explain the concept of habeas corpus |  |  |
| **4.** How does banning ex post facto law protect our rights? |  |  |
| **5.** Why did the Founding Fathers create an independent judiciary?  |  |  |
| **6.** What does Article III of the U.S. Constitution cover? |  |  |
| **7.** What is the appellate process? |  |  |
| **8.** How does an independent judiciary safeguard our rights? |  |  |
| **9.** How does the Constitution protect (safeguard) our rights outside of the Bill of Rights? |  |  |

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| **Extra Notes Section**  |

  

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**VIDEO VIEWING GUIDE #2**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Limits on Rights Video #2**

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| **Question** | **List Specific Evidence from the Video** | **Complete Sentence** |
| **1.** How does the Constitution protect (safeguard) our rights outside of the Bill of Rights?  |  |  |
| **2.** Why might individuals not be able to use their freedoms as much as they like?  |  |  |
| **3.** What are the rights in the First Amendment?  |  |  |
| **4.** What do courts and the government have to balance when it comes to our rights? |  |  |
| **5.** If we are at war, why might there be limits on free speech?  |  |  |
| **6.** If there is a riot or national disaster, why might your right to assemble be limited? |  |  |
| **7.** Why can’t you shout ‘fire’ in a crowded theater if there is no fire? |  |  |
| **8.** Why might our rights be limited? |  |  |
| **9.** Provide an example that reflects each of the following standards that the courts use to determine whether a right can be limited: |
| **9a.** Clear and Present Danger |  |  |
| **9b.** Fighting Words |  |  |
| **9c.** Libel |  |  |
| **9d.** Conflict with government interests: |  |  |
| **10.** What must the courts ask when determining whether rights can be limited? |  |  |

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Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**READING GUIDE #1**

**Reading: Limited Rights**

**Benchmark Clarification 1:** Students will recognize that rights are protected, but are not unlimited.

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| --- | --- |
| **Reading Task** | **Response** |
| What ideas are presented in the reading? |  |
| What is the central idea of the reading? |  |
| Select two words or phrases that support the central idea. |  |
| How might this reading connect to your own experience or something you have seen, read, or learned before? |  |
| In what way does the Constitution ensure that rights are protected but not unlimited? | The Constitution ensures that rights are protected but not unlimited by: |

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Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**READING GUIDE #2**

**Reading: Why Rights Are Limited**

**Benchmark Clarification 2:** Students will examine rationales for limiting individual rights.

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| **Reading Task** | **Response** |
| What ideas are presented in the reading? |  |
| What is the central idea of the reading? |  |
| Select two words or phrases that support the central idea. |  |
| How might this reading connect to your own experience or something you have seen, read, or learned before? |  |
| What are some reasons for limiting individual rights? | Some reasons for limiting individual rights are:  |

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Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**READING GUIDE #3**

**Reading: The Impact of Limited Rights**

**Benchmark Clarification 3:** Students will use scenarios to examine the impact of limits on individual rights on social behavior.

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| **Reading Task** | **Response** |
| What ideas are presented in the reading? |  |
| What is the central idea of the reading? |  |
| Select two words or phrases that support the central idea. |  |
| How might this reading connect to your own experience or something you have seen, read, or learned before? |  |
| Create a scenario of your own that shows the impact of limits on individual rights.  |  |

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Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**READING GUIDE #4**

**Reading: Rights and the Judicial Branch**

**Benchmark Clarification 4:** Students will examine the role of the judicial branch of government in protecting individual rights.

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| **Reading Task** | **Response** |
| What ideas are presented in the reading? |  |
| What is the central idea of the reading? |  |
| Select two words or phrases that support the central idea. |  |
| How might this reading connect to your own experience or something you have seen, read, or learned before? |  |
| How does the judicial branch protect individual rights? | The judicial branch protects individual rights by: |



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**VOCABULARY PRACTICE**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Protecting and Limiting Rights**

Write about your understanding of **individual rights** by explaining the connections between and among each of the terms in the concept circle.

How do the terms in the concept circle fit together?





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**PRACTICE QUIZ**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



**Protecting and Limiting RIghts Practice Quiz Reflection**

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| --- | --- |
| **FIRST Attempt Score** | **I answered \_\_\_\_\_\_ questions right.**  |
| **One thing I learned:** |  |

|  |  |
| --- | --- |
| **SECOND Attempt Score** | **I answered \_\_\_\_\_\_ questions right.**  |
| **One thing I learned:** |  |