

# Cultural Lit. 44: The U.S. & Navajo Bills of Rights

## Summary

Students will: Compare the US Constitution Bill of Rights with the Navajo Nation Bill of Rights, after receiving direct instruction, reading selected texts and working in group structures, within 1 class period.

## Time Frame

1 class periods of 60 minutes each

## Materials

1. US Government textbook
2. Navajo Nation Bill of Rights
3. Marzano, Pickering, and Pollock. 2001. *Classroom Instruction that Works*. Alexandria, Virginia: Association for Supervision and Curriculum Development.
4. Stephens, E. and Brown, J. 2000. *A Handbook of Content Literacy Strategies*. Norwood, MA: Christopher Gordon.
5. Journal or notebook.

## Instructional Procedures

### **Anticipatory Set:**

Post the names and words 'Abridged, deletion, entitlement' on the board, on a flipchart or on a projection device and ask the class if they are familiar with these agencies, laws, historic figures and events. Conduct a collective brainstorming session (utilizing group structures) and add the generated vocabulary words to posted ones. Allow students to postulate their understanding of words and concepts.

### **Activities:**

1. Instructor or students will read aloud the synopsis of the US Bill of Rights for review, while class follows along.
2. Students will take notes (see Marzano, Pickering and Pollock p. 46, Informal Outline) while following along and listening to reader.
3. Instructor or students will read aloud the Navajo Nation Bill of Rights, while class follows along.
4. Students will take notes (see Marzano, Pickering and Pollock p. 46, Informal Outline) while following along and listening to reader.
5. Utilizing graphic organizer (e.g., Venn Diagram, see Stephens and Brown) and working in cooperative group structures, students will compare the 9 points of the Navajo Bill of Rights to the 10 Amendments of the US Bill of Rights and note similarities and differences.

Students will record ideas in their journals (see Stephens & Brown--Content Journal, p. 28) and report to class from groups.

## Assessment Plan

Students will take notes listing main ideas for both of the Bills of Rights, use a graphic organizer to list

similarities and differences and also record their ideas and personal opinions regarding the differences and similarities in their content journals.

Authors

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