Standard(s): The learner will be able to …USHC-1.2 Analyze the early development of representative government and political rights in the American colonies, including the influence of the British political system and the rule of law as written in the Magna Carta and the English Bill of Rights, and the conflict between the colonial legislatures and the British Parliament over the right to tax that resulted in the American Revolutionary War; and… USG-2.3 Analyze the British heritage that fostered development of the core political principles of American government, including the Magna Carta, the Petition of Right (1628), the Glorious Revolution, the English Bill of Rights, and the Mayflower Compact.
Objective(s): The student will be able to … *Read, Compare, Contrast* and *Analyze* the English Bill of Rights, Petition of Rights and the Magna Carta.; *Construct* a "Class Bill of Rights."; *Justify* the significance of these historical documents via blog.

Lesson Component	Steps	Estimated Time (s)
Hook How will I find out what the students already know? How will I get them interested in learning this concept? How will I get their attention?	• The teacher will greet the students at the door. The teacher will take attendance, check IDs and collect homework from students. • Students will record daily vocabulary.	
Transition	• The teacher will ask students to take out their notes materials.	
Instruction **Presentation/Demonstration** How will I convey the key information to them? How can I best model the new skill? How will I incorporate at least two of the three learning styles?	• Students will be divided into groups and read and analyze primary source documents on the Magna Carta, the English Bill of Rights and the Petition of Right.	
Transition	• The teacher will pass out the independent practice.	
Guided Practice What opportunities will the students have to try the new skill? How will I monitor their practice to determine how well every student has learned the concept?	• The teacher will model the independent practice assignment with the usage of the *Mayflower Compact.*	
Transition	• The teacher will go over the group activity assignment.	
Independent Practice How will the students practice the skill on their own?	• Students will compare and contrast the Magna Carta, the English Bill of Rights and the Petition of Right by completing a Venn diagram. • After a review of the diagram, students will create a "Class Bill of Rights."	
Transition	• Students will move back to their desks.	
Closure How will I close the lesson so that the students are reminded of the objective?	• The students will exchange and grade for instant feedback. • The teacher will go over the homework assignment, which is to blog about the significance of these three historical documents. The teacher will remind them it is also on eChalk.	
Assessment (formal or informal) How will I know that they've learned it? How will I discover what's confusing to them?	• Independent practice will be informally assessed. • Homework will be formally assessed. • Guided Practice activity will be formally assessed. • Quiz will be formally assessed.	

Materials Needed: LCD projector, laptop, independent practice, markers, large poster board
Special Needs Accommodations: • N/A
ELL Accommodations: N/A