Lesson Plan:
The Bill of Rights

Grade 5
American Revolution
## Table of Contents

5E Model ............................................................................................................................................. 3  
Digital Age Best Practices.................................................................................................................... 7  
Lesson Plan: Teacher's Notes............................................................................................................. 9  
Lesson Plan: Student Handouts......................................................................................................... 15
The 5E Learning Cycle is a method of structuring classroom lessons that are based upon constructivist learning theory, research-based best practices in reading pedagogy and cognitive psychology. Each reading lesson plan in this packet employs the 5E Model. The model represents a recursive cycle of distinctive cognitive stages of learning that include: Engage, Explore, Explain, Extend, and Evaluate. The flexibility of the 5E Model enables classroom teachers to complete a 5E lesson in a single class period (i.e., one day) or extend a particular literacy lesson over several days depending on the depth and breadth of the content as well as learner readiness.

The first stage in the 5E Model is “Engage.” Engagement provides the necessary hook to sustain students in the learning to follow. Engagement activities might include: a demonstration, a discussion, a simulation, or even a discrepant event that taps into prior knowledge about the content and engages the student’s natural curiosity. These activities serve to uncover what students know and think about the content and its connections to the lesson’s culminating performance task.
5E Model (continued)

Engage Stage:
• Creates interest
• Generates curiosity
• Raises questions
• Elicits responses that uncover what students know or think about the reading content

The second stage comprises “Explore.” Exploration enables students to manipulate concepts and ideas as they observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas. Students are encouraged to work together without direct instruction from the teacher.

Explore Stage:
• Encourages students to work together without direct instruction from the teacher
• Promotes student dialogue as they interact
• Redirects students’ investigations based on questions posed by themselves or others
• Provides time for students to puzzle through problems

The "Explain" stage comprises the third stage of the 5E Model. This stage encourages students to explain concepts and definitions in their own words. Students are asked to justify and clarify their ideas. Formal definitions, explanations, and labels are provided. The Explain stage is accomplished through activities such as discussions, small group instruction, video or multimedia presentations and can include Socratic dialog or direct instruction depending on the readiness level of the students.
**5E Model (continued)**

**Explain Stage:**
- Encourages students to explain concepts and definition in their own words
- Asks for justification (evidence) and clarification from students
- Formally provides definitions, explanations, and new labels
- Uses students' previous experiences as the basis for explaining concepts

The fourth stage of the 5E Model referred to as "Elaborate," allows students to apply their new processes, definitions, and skills in new, but similar situations. It often involves experimental inquiry, investigative projects, and problem solving and decision-making relating to the content under investigation as well as the lesson’s culminating performance task.

**Elaborate Stage:**
- Expects students to use formal labels, definitions and explanations provided previously
- Encourages students to apply or extend concepts and skills in new situations
- Reminds students of alternative explanations
- Refers students to existing data and evidence and asks "What do you already know?" "Why do you think.....?"

The "Evaluate" stage comprises the final stage of the 5E Model and includes a wide variety of informal and formal assessment strategies. Teachers frequently observe students as they apply new concepts and skills to assess students’ knowledge and/or skills, looking for evidence that the students have changed their thinking or behaviors. The opportunity to allow students to assess their own learning and group-process skills is often observed at this stage.
**5E Model (continued)**

**Evaluate Stage:**
- Observes students as they apply new concepts and skills
- Assesses students’ knowledge and/or skills
- Looks for evidence that students have challenged their thinking or behaviors
- Allows students to assess their own learning and group process skills

Even though the 5E Model represents a cyclical model, there are times when it is appropriate to loop back into the cycle before going forward. For example, several Explore/Explain loops may need to occur before students have the full ability to move forward into the Elaboration stage. It is recommended that you first consider the student’s readiness level with the content or skill level prior to implementing the recommended sequence of 5E “steps” embedded in the enclosed lesson plan.
Digital Age Best Practices

Promoting shared expertise through networked collaboration
✓ Students able to articulate a common group goal
✓ Evidence of student problem-solving and/or issues resolution
✓ Individual and group accountability structures in place
✓ Employment of digital tools and resources (e.g., blogs, wikis, discussion forums) to promote collaboration

Bolstering purposeful inquiry through student questions
✓ Student-generated questions drive the inquiry
✓ Evidence of one or more teacher-generated Focus Activities
✓ Presence of complex thinking processes
✓ Presence of a student-centered learning environment

Personalizing and globalizing content by making authentic connections
✓ Learning connected to one or more 21st Century Themes
✓ Outcomes require sustained investigation
✓ Emphasis on multiple interpretations and outcomes
✓ Learning possesses an interdisciplinary perspective
Digital Age Best Practices (continued)

Accelerating individual growth through vertical / horizontal differentiation

✓ Adjustments to the content, process, and/or product based on learner readiness, profile, and interests are documented
✓ Presence of learning centers/stations
✓ Digital tools and resources adjusted to the needs of the learner
✓ Multiple LoTi levels simultaneously employed in the classroom

Anchoring student learning with digital-age tools and resources

✓ Emphasis on content and process skills; not the digital tools
✓ Digital tools used at a LoTi 3 and higher
✓ Digital tools used in conjunction with clear, measureable achievement goals
✓ Use of digital tools is purposeful and intentional

Clarifying student understanding with formative assessments

✓ Follow-up interventions are timely, targeted, and based on student data
✓ Adequate wait time given for student responses
✓ Framed questions apply directly to content understanding
✓ Digital tools and resources (e.g., blogs, wikis, discussion forums) used for student feedback
Lesson Plan: Teacher’s Notes

The Bill of Rights

Reading Content:
✓ Context Clues
✓ Story Elements
✓ Connections
✓ Main Idea/Details
✓ Questioning
✓ Visualizing
✓ Drawing Conclusions
✓ Drawing Inferences
✓ Cause and Effect
✓ Author’s Purpose
✓ Themes
✓ Determining Importance
✓ Figurative Language
✓ Making Predictions

Purpose of the Lesson:
BIG IDEA: Use a variety of reading strategies to improve comprehension.

STUDENTS: The purpose of this lesson is to use real world context as the foundation for students applying targeted reading strategies.

TEACHER: The purpose of this lesson is for you to facilitate a lesson focusing on students building background knowledge in social studies and applying targeted reading strategies.
Background:
Research has documented the pivotal role that prior knowledge plays in reading comprehension; yet the amount of class time devoted to topics such as science and social studies is practically negligible when compared to reading and writing. This activity explores the Bill of Rights.

The Bill of Rights is the collective name for the first ten amendments to the United States Constitution, which limit the power of the U.S. federal government. These limitations serve to protect the natural rights of citizens including freedoms of religion, speech, a free press, free assembly, and free association, as well as the right to keep and bear arms. They were introduced by James Madison to the 1st United States Congress in 1789 as a series of legislative articles. They came into effect as Constitutional Amendments on December 15, 1791, through the process of ratification by three-fourths of the States.

In this lesson plan, students will gain background knowledge about the Bill of Rights and then explore the individual rights afforded them as students in a public school.

Materials/Resources:
✓ Website: YouTube – BBJ Landing on Pacific Island
   http://www.youtube.com/watch?v=sVGKfDE3mrE
✓ Website: YouTube – Bill of Rights Rap-Smart Songs
   http://www.youtube.com/watch?v=tlt6R1KD4E0
✓ Website: US Constitution Online
   http://www.usconstitution.net/consttop_stud.html
✓ Website: Wordle
   http://www.wordle.net/
✓ Website: Survey Monkey
   http://www.surveymonkey.com
✓ Practice Assessment: The Bill of Rights
✓ PowerPoint: The Bill of Rights
LESSON PLAN: THE BILL OF RIGHTS • GRADE 5

5E Model - Engagement (Focus):

ESTIMATED TIME: 15 minutes

ESSENTIAL QUESTION: What if we moved to another land?

PROPOSED PROCEDURE:

STEP 1: Show a video of a jet landing on a distant island in Slide 3 of the Bill of Rights PowerPoint. Tell students that their entire class has decided to move to this faraway island to start a new country.

STEP 2: Have students discuss what rights individual students should be entitled to as citizens of this island. Record student responses on the whiteboard.

5E Model - Exploration:

ESTIMATED TIME: 15 minutes

ESSENTIAL QUESTION: Which rights are most important?

PROPOSED PROCEDURE:

STEP 1: Distribute Handout 1 describing 15 human rights that were mentioned by the students’ peers during their long flight to this distant island.

STEP 2: Working in small groups, have students prioritize their top ten rights that should be considered as the foundation for a new government on the island based on this original list of 15 rights.

NOTE: For convenience, these 15 human rights can be set-up as an online survey using an online survey engine such as Survey Monkey so that students can quickly view the aggregate results after they have finished prioritizing their preferred list of human rights.

STEP 3: Prompt students to identify any patterns or trends relating to the tabulated data. Which human rights were most preferred by students? Which human rights were least preferred by students?

STEP 4: Share with students that a similar process took place over 200 years ago when a series of constitutional amendments called the Bill of Rights were ratified by
the states limiting the power of the U.S. federal government and protecting the natural rights of all citizens.

5E Model - Explanation:

ESTIMATED TIME: 25 minutes

ESSENTIAL QUESTION: What are the actual Bill of Rights?

PROPOSED PROCEDURE:

STEP 1: Show students the video clip, Bill of Rights Rap, from Slide 4 of the Bill of Rights PowerPoint to review the original 10 Bill of Rights.

STEP 2: Have students participate in a practice reading benchmark activity focusing on reading comprehension relating to the Bill of Rights that address the formation of these original acts of individual protections.

STEP 3: Use the word cloud in Slide 5 using Wordle as a pre-reading exercise to get students thinking about the content of the text passage called the Bill of Rights.

NOTE: As you implement the reading benchmark intervention, it is suggested that the following sequence be used to accommodate the cross-spectrum of readers in your classroom ranging from dependent to independent readers:

1. Have the teacher first read aloud the first section of the passage to the students. Afterwards, have students respond to specific questions about different story elements of this section within a small collaborative group or large group using one or more reading comprehension strategies.

   NOTE: It is strongly suggested that students use some form of digital responders/digital voters so that their collective responses can be viewed quickly by the entire class. This affords opportunity to discuss with students some of the major distractor answers embedded in the practice reading assessment.

2. Have students whisper or mumble read the next section as the teacher reads the text aloud. Afterwards, have students respond to specific questions about different story elements of this section within a small

©2011 LOTI
collaborative group or large group using one or more reading comprehension strategies.

3. Next, have students read silently the last section of the reading selection followed by prompted questions about the different story elements of this section within a small collaborative group or large group using one or more reading comprehension strategies.

**ANSWER KEY: Bill of Rights**

1. A  
2. C  
3. C  
4. B  
5. A  
6. C  
7. A  
8. A  
9. B  
10. A  
11. B  
12. B  
13. Answers will vary

**STEP 4:** Have students compare/contrast their top ten rights with the actual *Bill of Rights*. Which ones did they have in common with the original framers of the U.S. Constitution?

**5E Model - Elaboration:**

**ESTIMATED TIME:** Open-ended  
**ESSENTIAL QUESTION:** What are my rights as a student?  
**PROPOSED PROCEDURE:**

**STEP 1:** Distribute individual *Bill of Rights* cards from Handout 2 to students assembled in small groups. Have each group review the card and rewrite it in everyday language that everyone can understand. Next, have all students perform a gallery walk to give feedback to the rewritten text from each group.
Sample Card:

![Sample Bill of Rights Card](image)

**DIFFERENTIATION:** Divide students into groups of four. Distribute Bill of Right Cards (Handout 2) and have students match up the meanings of the Bill of Rights. Discuss together.

**STEP 2:** Have students investigate the individual rights afforded them as students in a public school. How are these rights similar or different than the rights given to all citizens under the constitution? Are any of these rights being violated? Use the following website as a reference:

[√ The US Constitution Online](#)

**5E Model - Evaluation:**

**ESTIMATED TIME:** 5 minutes

**ESSENTIAL QUESTION:** What did I learn about the Bill of Rights?

**PROPOSED PROCEDURE:**

**STEP 1:** Have students complete the Exit Card in Handout 3.
Handout 1: Proposed Human Rights

Name: __________________________

Prioritize the top ten rights that you think should be considered as the foundation for a new government on the island.

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 all 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 shall be put on trial twice for the same crime.
15. A person may follow any religion or no religion.
Handout 2: Bill of Rights Cards

Name: _______________________

**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.

**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.

**Amendment 3**
No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

**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 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 held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person 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.
Amendment 6
In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, 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.

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 re-examined in any Court of the United States, than according to the rules of the common law.

Amendment 8
Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

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.
Handout 3: Exit Card

Name: __________________________

Complete the questions below:
1. What area gave you the most difficulty today?

2. Something that really helped me in my learning today was...

3. Something I still don’t understand is...?

4. What connection did you make today that made you think, “AHA, I get it!”
Bill of Rights

Congress of the United States,

begun and held at the City of New York, on

Wednesday, the fourth of March, one thousand seven hundred and eighty nine.

The Conventions of a number of the States having, at the time of their adopting the Constitution, expressed a desire, in order to prevent misconstruction or abuse of its powers, that further declaratory and restrictive clauses should be added: And as extending the ground of public confidence in the Government, will best insure the benevolent ends of its institution:

Resolved, by the Senate and House of Representatives of the United States of America in Congress assembled, two thirds of both Houses concurring, That the following Articles be proposed to the Legislatures of the several States, as Amendments to the Constitution of the United States: all, or any of which articles, when ratified by three fourths of the said Legislatures, to be valid to all intents and purposes, as part of the said Constitution, viz.

Articles in addition to, and Amendment of the Constitution of the United States of America, proposed by Congress, and ratified by the Legislatures of the several States, pursuant to the fifth Article of the Original Constitution.

Article the first ...... After the first enumeration required by the first Article of the Constitution, there shall be one Representative for every thirty thousand, until the number shall amount to one hundred, after which, the proportion shall be so regulated by Congress, that there shall be not less than one hundred Representatives, nor less than one Representative for every forty thousand persons, until the number of Representatives shall amount to two hundred, after which, the proportion shall be so regulated by Congress, that there shall not be less than two hundred Representatives, nor more than one Representative for every fifty thousand persons. [Not Ratified]

Article the second ...... No law, varying the compensation for the services of the Senators and Representatives, shall take effect, until an election of Representatives shall have intervened. [Not Ratified]

Article the third ...... 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.

Article the fourth ...... 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.

Article the fifth ...... No Soldier shall, in time of peace, be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.
Directions to the Student
In the following section, you will read a passage and answer the questions that follow.

Some questions will be multiple-choice; others will be open-ended.

1. You may look back at the reading passage as often as you want.

2. Read each question carefully and think about the answer.

3. For each multiple-choice question, select the best answer and fill in the circle next to your choice. Make sure you fill in the correct circle.

4. If you do not know the answer to a question, go on to the next question. You may come back to the skipped question later if you have time.

Sample Passage
The sample passage below and the questions on the next page show you what the questions are like and how to mark your answer.

Weather is the condition of the air at a certain time and place. Knowing what the weather is going to be is useful whether you are planning a special event or performing a task. One way to learn about the weather is to listen to a weather report.

A weather report usually answers these questions: (1) What is the temperature? (2) Is the sun shining or is it cloudy? (3) Has there been any rain, snow, or hail? (4) How windy is it? (5) Is there much dampness—humidity—in the air?
Sample Multiple-Choice Question
For this type of question, select the best answer and fill in the circle next to the answer you choose. For example:

According to the passage, which question would a weather report answer?

A. Where are we?
B. What time is it?
C. Who are you?
D. How hot is it?

The correct answer is D. The circle with the D in it has been filled in to show that D is the correct answer.

Sample Open-Ended Question
For this type of question, you will write several sentences on the lines provided. For example:

According to the passage, weather is the condition of the air in a certain time and place. Why would it be important to know what the weather is today or what it will be tomorrow? Be sure to use examples or ideas from the passage or your own life to support your answer.

It is important to know what the weather is so you can plan what you are going to do. If you decide to go swimming, but you don’t know what the weather is going to be like, you could find yourself swimming between the raindrops or the snowflakes!

[These are the first two sentences of a good answer.]
The Bill of Rights

In the United States, people can freely express their opinions about the government. They can openly practice any religion they choose—or none at all. Not every nation allows for these freedoms. In the United States, these rights are guaranteed in a paper called the Bill of Rights.

America's early leaders signed the Bill of Rights on December 15, 1791. One hundred and fifty years later, President Franklin Delano Roosevelt set aside that date as Bill of Rights Day. Roosevelt encouraged Americans to take time each year to celebrate the freedoms that come with living in the United States.

What Is the Bill of Rights?

The Bill of Rights has three purposes. It provides Americans with basic rights. It helps courts determine if a person's rights have been broken. Finally, it allows Americans to express how they feel about religion and the government. The government cannot take Americans to court because of what people believe.
1. What is one of the main purposes of the Bill of Rights?

A. It helps courts determine if a person's rights have been broken.
B. It helps Americans decide what they have the right to eat.
C. It provides Americans with a day of celebration about their rights.
D. It provides the government with basic rights.

2. In the first section of the passage, the word, guarantee, means to

A. deny.
B. disapprove.
C. promise.
D. reject.

3. In what year was the Bill of Rights signed?

A. 1776
B. 2000
C. 1791
D. 1943
The Origins of the Bill of Rights

The idea for a bill of rights is much older than the United States. In 1689, Britain drew up its own bill of rights. It required the king or queen to ask Parliament before taking certain actions. It made Britain more democratic. How? Members of Parliament are chosen by the people, so giving Parliament power was a way of giving power to the people. People in England also had certain individual rights. The English who arrived in America in the 17th and 18th centuries expected that they would have certain rights in their new home.

In the 18th century, many Americans began to believe that America should be free from Britain. Why? Britain had fought wars on American soil. It expected Americans to house British soldiers. It had also made Americans pay taxes. As British colonists, Americans had no vote in Parliament. This meant that they had no voice in the British government, so the English bill of rights meant little to them.

Americans began to form the basis for a new nation. In 1774, leaders from each colony signed a Declaration of Rights. This paper said that Americans should have all of the civil liberties guaranteed under British law, along with some new ones. In 1775, the Revolutionary War began. Each colony formed its own state government. In Virginia, officials drafted a state Declaration of Rights. This guaranteed greater freedom than any society had ever imagined. It did not allow government searches. It also called for freedom of the press and freedom of religion. Other states wrote their own Declarations of Rights.
4. What other country mentioned in the passage has a similar Bill of Rights?
   - A  Iran
   - B  Britain
   - C  Libya
   - D  Cuba

5. To find the answer to Question 4, which strategy would you need to use?
   - A  skim the paragraphs
   - B  ask your teacher
   - C  access the internet
   - D  use context clues

6. What was the main reason why the colonists wanted to be free from Britain?
   - A  They did not want the same liberties as citizens of England.
   - B  They wanted to have their own King.
   - C  They felt that they had no voice in the British government.
   - D  They did not want to pay taxes to the government.

7. To find the answer to Question 6, which strategy would you need to use?
   - A  skim the passage and look for specific information
   - B  look at the words in bold print to find the information you need
   - C  access the internet for information on the Bill of Rights
   - D  use context clues to find the specific information
The Creation of the Bill of Rights

In 1787, early American leaders wrote the U.S. Constitution. They sent it to the states to be voted on. It limited government power, but it did not guarantee most individual rights. Many states said that they would not accept the Constitution without a bill of rights.

Not everyone favored a bill of rights. One group argued that there was no need for one. The Constitution granted only certain powers to the government. It was understood that all other power belonged to the people. Other leaders said that individual rights should be stated outright. Many of the states agreed to the Constitution but asked that a bill of rights be considered afterward. The Constitution became official in 1789.

The First United States Congress met that same year. Lawmakers agreed that they should adopt a bill of rights. Congress chose some men to draw up a bill of rights. It was a list of amendments, or additions, to the Constitution to outline individual rights. The committee wrote 17 amendments. Congress accepted 12 of these and sent them to the states to be voted on. Adding to the Constitution requires support from three-fourths of the states. Ten of the amendments received this support and became the U.S. Bill of Rights.

Americans live by the Bill of Rights, whether they realize it or not. The Bill of Rights preserves day-to-day freedoms for Americans. It helps courts determine and reject laws that threaten these freedoms. It is a cornerstone of democracy.
8. The Bill of Rights preserves day to day freedoms for
   A  all Americans.
   B  illegal immigrants.
   C  aliens.
   D  dictators.

9. What could you compare the Bill of Rights to in your life?
   A  chores
   B  classroom rules
   C  homework
   D  tests

10. To find the answer to Question 9, which strategy would you need to use?
    A  make a text connection
    B  locate the answer in the article
    C  make a prediction
    D  reread the entire passage
11. Which of the following statements is NOT true?

A  Not everyone favored a Bill of Rights.
B  The idea for the Bill of Rights was developed by the United States.
C  Many states would not accept the Constitution without a Bill of Rights.
D  Americans did not have a vote in Parliament.

12. The author states that the Bill of Rights preserves day-to-day freedoms for Americans, and it helps the courts determine and reject laws that threaten these freedoms. This is the cornerstone of

A  monarchy.
B  democracy.
C  anarchy.
D  communism.
13. The Bill of Rights provides individual protection for its citizens.

- Explain how these rights protect you as a student at school.
- Describe how your family’s life might be different if the Bill of Rights did not exist.

Use specific information from the story and any additional insight to support your response.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
If you have time, you may review your work in this section only.