Expanded Liberties/A Changing Constitution

## Goals & Objectives

Students will learn about the addition of further amendments to the Constitution and how it is an expanding document. Students will create posters explaining and identifying amendments past the Bill of Rights.

## California State Content Standard

8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

8.2.7 Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.

### Lesson Introduction (Hook/Access Prior Knowledge)

The teacher will begin by asking the class if someone can explain the definition/meaning of the word amendment. The teacher will then clarify the meaning and further expanding it so it ties to the Constitution. The teacher will ask if any of the students know any examples of amendments that were added after the Bill of Rights.

### Vocabulary (Content Language Development)

The students will be introduced to the key term during the introduction. As students are assigned different amendments and working on the posters the teacher will dress vocabulary difficulty on an individual basis.

Key terms:

-Amendment(s)

### Content Delivery (Method of Instruction)

The content will be primarily delivered through a poster project based assignment. The teacher will group up the students into groups of 4. The teacher will group the students deliberately so as to keep the groups balanced and productive.

The teacher will then out of a hat/jar/etc will randomly pick out a group and assign it to a specific amendment so as to make the group to amendment selection process random.

The amendments to be analyzed and put on posters are: 13, 14, 15, 16, 17, 19, 22, and 26.

The students will be given a week to complete the project and will given 2 library days to acquire resource or knowledge on the amendment. They will receive 1 day of working on the poster. Students may begin working on the poster as soon as they acquire all the resources and knowledge, even if it is before the last day at the library. Students may also work outside of class to complete the assignment.

Students will be graded on only using pictures, and tying those pictures to the 5Ws (who, what, when, where) as well as neatness/creativity. There should be a minimum of 5pictures (each for a W). Each picture will be worth 5pts and 5pts will also be assigned for neatness/creativity. The total possible score will be 30pts.

### Student Engagement & Critical Thinking (Student Activities)

The students, after being split into groups, will get an opportunity to go to the library and as a group gather information and resources. The students will then, after coming up with ideas for pictures that would help describe their amendment, start work on the design of the poster and creating/implementing the pictures they want to use.

### Lesson Closure

There will be a presentation of posters but it will be informal. Students will number themselves from 1 to 4. The teacher will then pick a number from 1 to 4; the number that gets picked represents the student that will present for their group.

The students will be given about 1.5mins to make their presentations.

### Demonstrated Learning (Formative & Summative Assessments)

The teacher will walk around during the research stage of the assignment and help guide/scaffold researching ideas to help students acquire the correct information. The teacher will also be walking around during the creation of the poster to note how the posters are developing.

The teacher will also formally assess the posters so as to make sure they match the grading system noted in the content delivery section of the lesson plan.

The students’ presentations will also serve as an informal assessment.

Accommodations for English Learners, Struggling Readers and Students with Special Needs

The teacher will provide resources (internet, hardcopy) for students that need comprehensible input. Students will also be able to develop and showcase their artistic side by designing the poster. The presentation will also help the development of oral communication skills.

## Lesson Resources

[Amendments](http://www.archives.gov/exhibits/charters/constitution_amendments_11-27.html)

[Amendment Process](http://www.archives.gov/federal-register/constitution/)