

TAH Teacher Pre-Planning Form

Title: ____Rethinking the Amendments_____

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Grade Level: __upper intermediate_

Subject: _US Government__

1. TEACHER QUESTION: What question about teaching and learning history (pedagogy) will you investigate through this lesson?

Can students relate the past to their present lives?

2. BACKGROUND QUESTION: What do students currently understand about this topic? What misunderstandings or misconceptions might students have? How does this lesson tie to past learning and how will it connect to future learning?

Students have learned about the Bill of Rights and the amendments to the constitution. They understand the reasons why these amendments were written, and they understand what protections these amendments provide. This lesson asks students to think deeper by letting them examine the relevance of these amendments to their lives today. They are tasked with redesigning the amendments to fit the needs of a modern society.

TAH Lesson Plan Form

Historical Thinking Standard/Skill(s):

Historical Comprehension: 1. Linking past and present, 2. Explaining reasoning and justifying responses.

Description of Lesson:

In this lesson, students will work in small groups to modify three previously selected amendments. Students will share their ideas in a Gallery Walk format, and note changes to their modifications as needed. Students will then collaborate with another group to create new amendments they all feel are most relevant to their lives.

Essential Question:

Are the amendments to the Constitution still adequate solutions to modern issues?

Objective/Learner Outcome:

- The students will analyze the purpose and intent of three previously selected amendments to the Constitution that they felt were relevant to them.
- Students will create any modifications that they feel are needed to make the amendments relevant to current issues.
- Students will justify their modifications to the class.
- Students will persuade classmates to agree upon their modifications.

Academic Vocabulary:

Amendment

Modification

Intent

Justify

Further vocabulary will be dependent on the amendment chosen.

Background/ Preparation Needed:

Students need to have learned the Bill of Rights, including specific vocabulary, and in present-day language. Students can choose the amendments which they feel are the most important to them in advance of the lesson. Students will have more success with the lesson if they are pre-assigned one of the amendments chosen, and given an opportunity to research it.

Activity:

1. Review prior lesson for understanding.
2. Students will get into 6 groups.
3. Each group will receive one of the three amendments to modify, a copy of the amendment, a checklist with instructions, chart paper, and a marker.
4. Groups will discuss and record the amendment's changes, using the attached checklist. (10 minutes)
5. Groups will display their outlines on chart paper around the room.
6. All students will rotate to each display and use post-it notes to comment on points that they agree or disagree with. (1 minute per station)
7. Students working on the same amendment will regroup (you should now have 3 larger groups). They will use both chart paper outlines to collaborate and compromise to write a new version of their amendment that is relevant to modern life. Ideas must be pulled from both group's efforts. Members must justify and persuade others to include their

points in the rewritten amendment. To ensure engagement of all group members, have students initial next to their individual contributions (15 minutes)

8. If time permits, students will present and justify their changes to the class. Give other students time to ask questions to evaluate the work of their peers.
9. As an extension, students will write a short reflection of how their opinions changed through the course of this activity.

Materials Needed:

Copies of the amendments
Chart paper
Markers
Copies of checklist

Adaptations (grouping for instruction, differentiation, ESE/ESOL Modification):

See Kindergarten for adaptations.

Assessment:

Group modifications, discussion, and notes
Checklist

Inter-disciplinary Connections:

Language Arts
American History

Attachments:

Checklist
Adaptations for Kindergarten

Name: _____

Date: _____

Amendment Modification Checklist

You must change amendment # _____ to make it relevant to you and the current time. The following is a checklist that you must use for your changes. Your group will have 10 minutes to complete this part of the activity before your gallery walk.

Checklist:

Step 1: Read aloud the original version of the amendment. Discuss why the framers thought it was important to include these items in the original documents. Make notes below.

Step 2: Make a list here of the words and phrases that your group feels may need to be changed.
NOTES: KEY WORDS AND PHRASES

Step 3: Make a list of the words that would replace or add to the original wording or phrases below.

Step 4: Transfer your group's list to the chart paper.

Step 5: Place your chart on a wall within the room.

Step 6: Gallery Walk: Please stay with the group and take a set of sticky notes to comment on changes you agree with or disagree with, or any new additional idea or suggestion and place these on the chart.

Step 7: After the groups have visited all charts in gallery walk, find and take your original chart back to your table.

Step 8: Following your teacher's instruction you will find the group with the same assigned amendment and discuss the comments and ideas you found; decide what should be kept for a final version, justify your reasons using persuasive language and create a final copy.

Step 9: On a clean sheet of chart paper, transfer your amended version of your amendment to post.

Step 10: The two groups will present their new amendment to the whole class.