

# TAH Teacher Pre-Planning Form

**Title:** \_\_\_\_\_ Rethinking the Amendments \_\_\_\_\_

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**Grade Level:** upper intermediate \_\_\_\_\_

**Subject:** \_US Government \_\_\_\_\_

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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

## **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 justify their changes to the class, and finally vote on the new amendments they all feel are most relevant.

## **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.

## **Activity:**

1. Review prior lesson for understanding.
2. Students will get into their groups.
3. Each group will receive one of the three amendments to modify, a copy of the amendment, 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 charts around the room.
6. Groups will rotate to each display and make notes of items that they might want to add to their changes. They should also note anything they disagree with. (1 minute per station)
7. Groups will come back together discuss any new changes they want to make. ( 5 minutes)
8. Then they will present and justify their changes to the class.
9. The class will vote on the most comprehensive and relevant amendments.
10. 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