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| Instructional Design |
| EDTL 7100 |
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| **Andrew Eckhart** |
| **Spring 2020** |

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# Rational

*We the people of the United States in order to form a more perfect union….* So goes the beginning of the greatest work of non-fiction every created. While many would consider the works of Plato, Aristotle, Locke or even Rousseau better literature I feel they all pale in comparison to the masterpiece crafted by Madison and his peers. With this document we have created the world’s oldest democracy as well as the most powerful nation since Rome. This document has been the blue print for our government for over 200 years. Yet throughout its history the Constitution has been altered a mere twenty-seven times.

Unfortunately today most people are woefully ignorant of the Constitution and the intricacies of its writings. Madison and his cohorts were able to create a framework for government that not only has been copied many times but was firm enough to hold this nation true to its roots yet flexible enough to handle the upheavals of history. The teaching of the Constitution and Government in general, has been pushed to the back burner by many states, including Ohio, with the increased emphasis on reading, math and science. Indeed many high school curriculums require a semester of American National Government, of which the study of the Constitution will be a small portion. I fear that this will have grave consequences for our future.

In order for a people to understand how and why governmental decisions are made they must understand the context within which they are made. It is a pity that many Americans are oblivious to the Constitutional ramifications of the recently passed health care reform bill (political beliefs aside). The potential legal challenges are enormous and most Americans will only have a cursory understanding of the merits and content of the cases. This newly created law could potentially open new fields of 5th, 10th and 14th Amendment jurisprudence as well as put the Interstate Commerce Clause under new scrutiny. History might recall this era of American Constitution law in the same breath as the New Deal or even Post Reconstruction America.

This instructional design project will focus on improving the student’s knowledge about our Federal Constitution both in terms of the structural design and its real world ramifications. In general the lessons included will follow the concept attainment model . While not my exclusive teaching method the precepts behind concept attainment mirror how I taught. I often had students draw upon their own experiences as well as examples and materials that I provided to help them understand the learning outcomes.

The lessons themselves follow a cooperative learning model . Beginning with my second year in the classroom I discovered the works of Spencer Kagan and began implementing them as my preferred method of teaching. Unfortunately for the readers of the Chiarelott text, the small section covering cooperative learning cannot do the method justice. Kagan’s works completely changed the way I thought about education and changed the way that I taught. In truth I learned more about teaching and designing lessons from two or three of his books than I did in four years of undergraduate work and over sixty hours of post graduate work.

In general all activities in the instructional design project will follow Kagan’s basic principles. The students are expected to work in teams of four or five depending on class size. Students will work within their group for two to three weeks before the groups are changed. Groups are never randomly assigned but carefully selected by the teacher. Group assignments are given based on the personalities of the students and current class dynamic. For example placing one clear leader in each group might work well as first but as the year progresses creating groups without a defined leader forces other students to assume the role. Conversely placing several class leaders within the same group will force more overbearing students to learn to work within the dynamic rather than setting it.

Furthermore students are not expected to sit down with three new partners today and instantly have the necessary relationship to foster academic cooperation and achievement. Each team is provided with a series of team building activities to help the students feel more comfortable with each other. These activities are designed to allow students the opportunity to explore each other in a non-threatening manner. Team building activities provide the groundwork for trust and cooperation within the group. I often found that even in a small school such as Swanton High School (1996 – 2005) many students new very little about their classmates. Often times they had never bothered to learn about or socialize with anyone not in their immediate peer group. While team building activities do not claim to create new friendships where there were none they will allow individuals of differing backgrounds to function as a group.

All of the activities follow a simple formula; *P*ositive interdependence, *I*ndividual accountability, *E*qual participation, *S*imultaneous interaction, *P.I.E.S.* . These four ideas are the key of any cooperative group activity. Each student must be an equal participant for effective learning to take place. Too often educators design group projects or group activities with very little or no guidelines on how the students are too proceed. The outcome is very predictable, the student(s) most concerned with grades will burden a lion’s share of the load and the rest will follow behind. This type of interaction alienates students from each other and creates feelings of resentment or guilt. Properly implemented cooperative education takes measured steps to eliminate these problems.

The four aspects of P.I.E.S. are the heart of well designed cooperative education lessons. Positive interdependence requires all students to work together to accomplish the overall groups task. For example, a simple question and answer worksheet can be divided into sections with different team members required to answer specific questions. The completed assignment can only be accomplished if everyone completes their part.

Individual accountability holds students accountable for a verifiable portion of the activity. Each student receives credit or is evaluated only on the specific portion of the activity that they were assigned. Under no circumstances are group grades ever assigned.

Equal participation requires that all students share an equal amount of the work load. We have all seen group projects where it was obvious that one member of the group was responsible for virtually the entire completed project. This is bad teaching. Cooperative education activities set rules and guidelines which spell out in great detail the responsibilities of each team member. This keeps the work distribution equal and will alleviate the fears over achieving students who fear suffering at the hands of less motivated students.

Finally simultaneous interaction keeps the work flowing. All students are required to act together. Activities are designed for all team members to contribute at the same time. The goal is prevent one student from dominating the conversation or worse the quite student who is happy to blend into the background from remaining anonymous.

A few final notes; the lesson plans that follow were actually implemented over an eleven year teaching career (I have subsequently moved out of the classroom). The plans included in this project are virtually unaltered from their original state. I’ve refined some of them but the basic flow, style and techniques are tested and true. In addition I’ve included two video clips of students actually implanting two of the activities included in the project. The videos are from 2001 and while they are not the best examples of the activities in action (after nearly ten years I was unable to locate all of them) they do capture the essence of what the lesson was trying to do.

The videos are linked, as are all of the other activities and materials, to this document to keep this document size manageable. All of the resources will open by holding down the ctrl key and clicking on the hyperlink. If for some reason they do not open (I’ve tested the up load, opened the document via the web and the links worked) the resources are all available in the object labeled Instructional Design Resources.

Several of the resource files are instructions for cooperative education activities. These instructions are displayed for and explained to the class. The first time each activity is utilized I would lead the students through activity to ensure its proper execution. As the year progressed I could simply tell the students which activity we were going to utilize and they could move on from there. One of the biggest benefits of these types of activities is that the structure of the activity remains constant just the content changes. All I had to do was plug in different questions or different terms and the students would take it from there.

# Bibliography

Chiarelott, L. (2006). *Curiculum in Context.* Belmont: Thomson Higher Education.

Kagan, S. (1994). *Kagan Cooperative Learning.* San Clemente: Kagan Cooperative Learning; 2nd Edition.

Morton, T. (1996). *Cooperative Learning and Social Studies.* San Clemente: Kagan Cooperative Learning.

# Learner Outcomes

1. Identify the Constitution as the foundation of our national government
2. Understand how the historical backdrop of the Constitutional Convention shaped the document
3. Apply the goals listed in the Preamble to our world today
4. Explain the Amendment process

# Blooms Taxonomy Key

Knowledge

Comprehension

Application

Analysis

Synthesis

Evaluation

1. Understand why the Amendment process was designed to be difficult
2. Design an alternate Amendment process
3. Defend the current Amendment process
4. Identify the protections listed in the Bill of Rights
5. Create and identify examples of Americans exercising protections and freedoms from the Bill of Rights
6. Explain the difference between a world with and without the Bill of Rights
7. Categorize the remaining Constitutional Amendments
8. Define the different Articles of the Constitution
9. Explain the significance to the order of the Articles and what each contains
10. Define the role of each branch of government
11. Describe the concept of checks and balances

Propose changes to the powers of the three branches based on today’s historical context

1. Envision and describe a U.S. government with fewer checks and balances

# Pre Assessment

Constitutional Knowledge Survey

For each of the topics below please indicate your level of knowledge by circling the corresponding number. A one (1) indicates absolutely no knowledge and a five (5) means that you are ready for Jeopardy.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Topic | 1 | 2 | 3 | 4 | 5 |
| Basic freedoms common to all Americans |  |  |  |  |  |
| Legal protections provided by the Constitution |  |  |  |  |  |
| Historical background of the Constitutional Convention |  |  |  |  |  |
| Significance of the Preamble to the Constitution |  |  |  |  |  |
| How the Constitution is amended |  |  |  |  |  |
| Roles of the National Government spelled out in the Constitution |  |  |  |  |  |
| How checks and balances protect Americans citizens |  |  |  |  |  |
| Responsibilities of the three branches of the government |  |  |  |  |  |
| Significance to the Bill of Rights |  |  |  |  |  |

Unit Lesson Plans

# The Constitution section one objectives

1. Identify the Constitution as the foundation of our national government
2. Understand how the historical backdrop of the Constitutional Convention shaped the document.
3. Define Federal System
4. Describe the characteristics of the delegates to the Con. Convention
5. List the components of the Virginia plan
6. List the components of the New Jersey plan
7. Describe the Connecticut compromise
8. Explain the significance of the 3/5 compromise
9. Explain why the Southern States wanted the 3/5 compromise
10. Explain the trade compromise

**Blooms Taxonomy Key**

Knowledge

Comprehension

Application

Analysis

Synthesis

Evaluation

1. Explain the electoral college compromise
2. Define Anti-Federalist
3. Define Federalist

# The Constitution section two objectives

1. Apply the goals listed in the Preamble to our world today
2. Identify the Preamble to the Constitution as the introduction containing the goals with which our government is based
3. Give examples of each of the goals of the Preamble
4. Define the three branches of government
5. Explain checks and balances
6. Explain veto
7. Explain override
8. Define the different Articles of the Constitution
9. Explain the significance to the order of the Articles and what each contains
10. Define the role of each branch of government
11. Describe the concept of checks and balances
12. Propose changes to the powers of the three branches based on today’s historical context
13. Envision and describe a U.S. government with fewer checks and balances
14. Define Article I as the creating the Congress
15. Define Article II as creating the President
16. Define Article III as creating the Courts

# The Constitution section three objectives

1. Define popular sovereignty
2. Create examples of popular sovereignty
3. Define limited government
4. Identify examples of limited government
5. Define Federalism
6. Identify examples of federalism
7. Define separation of powers
8. Identify examples of separation of powers
9. Define enumerated powers
10. Identify three examples of enumerated powers
11. Define concurrent powers

**Blooms Taxonomy Key**

Knowledge

Comprehension

Application

Analysis

Synthesis

Evaluation

1. Identify two examples of concurrent powers
2. Define supremacy clause

# The Constitution section four objectives

1. Define Constitutional Amendment
2. Explain the Amendment process
3. Understand why the Amendment process was designed to be difficult
4. Understand how Federalism and Popular Sovereignty are represented in the Amendment process
5. Design an alternate Amendment process
6. Defend the current Amendment process
7. Define necessary and proper clause
8. Define implied powers
9. Give example of implied powers
10. Understand who interrupts what the Constitution means

# The Constitution Section one lesson plans, day one

## Lesson Objective - the students will understand the compromises required to create the Constitution

### Materials - Worksheet 1w3-1a, notebooks, Civics text

#### Lesson Activities

* Pass out Pairs check worksheet [1w3-1a](http://cmapspublic3.ihmc.us/rid=1H51H3ZQK-1JFYHSW-FHL/1w3-1a.doc), place [Pairs Check presentation](http://cmapspublic3.ihmc.us/rid=1H51H49N0-D269SB-FK6/Pairs%20Check.ppt) on screen and explain directions to students. Walk class through first two questions to ensure they understand how the activity progresses. After each group has finished cover answers to worksheet. (20 min)
* [Notes over section 1](http://cmapspublic3.ihmc.us/rid=1H51H49N0-JSGQXQ-FJ7/ch3sec1.ppt) (15 min)
* Place [Think Pair Share presentation](http://cmapspublic3.ihmc.us/rid=1H51H49N0-H4G67W-FKG/Think%20Pair%20Share.ppt) on screen and explain directions to students. Then write the following question on the board; at the time of its writing should slavery have been prohibited by the Constitution? Give students two minutes to develop and write down their answer. Then give them two minutes to share their answer with their partner. Ask for volunteers to share their answer with class. (10 min)

##### Closing; Stress importance of compromise to both the writing of the Constitution and to its workings (3 min)

###### Homework

1. Quiz over section 1 tomorrow

# The Constitution Section two lesson plans, day two

## Lesson Objective - the students will understand the goals of the Constitution

### Lesson materials - School House Rocks the Preamble, notebooks, Civics text,

#### Lesson Activities

* Pass out [section 1 quiz](http://cmapspublic3.ihmc.us/rid=1H51GGBN2-1M6JM4P-FPW/1q3-1.doc). Students have ten minutes to complete quiz. When finished they are to begin reading section 2. (15 min)
* Play [school house rocks over the Preamble](http://cmapspublic3.ihmc.us/rid=1H51H49N0-G332YG-FK8/Schoolhouse%20Rock%20-%20The%20Preamble.flv). While watching the video students should try to discover any goals listed in the Preamble. Do not write them down. (5 min)
* Read Preamble silently P. 68. Using [Think Pair Share](http://cmapspublic3.ihmc.us/rid=1H51H49N0-H4G67W-FKG/Think%20Pair%20Share.ppt) (display presentation on screen) the students will list the goals of the Preamble in their notebooks. Each student will write down one goal that they can identify in the Preamble. After both partners have one goal they will share their answers with each other. If they both agree the partners will look for a second goal. Repeat the process until all six goals have been found. (20 min)
* Call on volunteers to provide the goals that they found. Make list on board. (5 min)

##### Closing – The Preamble is more than just an introduction. It contains the basic beliefs of the Framers of Constitution. Everything the Constitution does is based on these goals.

###### Homework

1. None

# The Constitution Sections two and three, day three

## Lesson Objective - the students will understand the basic principles of the Constitution

### Materials needed - Civics text, notebook

#### Lesson Activities

* Using direct instruction have students examine the chart on P. 65. Define and explain each of the checks listed. These will be covered in the lecture notes. (10 min section 2)
* Using [Inside Outside Circle](http://cmapspublic3.ihmc.us/rid=1H51H49N0-4C6BNH-FJW/Inside-Outside%20Circle.ppt) (display presentation on screen) the students are to answer the following two questions; which branch has more checks? Which check is the most powerful? (5 min section 2)
* Using pages 68-70 as a guide the students will make a chart using [Think Pair Square](http://cmapspublic3.ihmc.us/rid=1H51H49N0-DLW5G6-FKJ/Think%20Pair%20Square.ppt) (display presentation on screen). The chart (listed below) will contain the principals in the constitution and each pair needs to develop an example that is not listed in the text. Place chart in notebooks. (20 min)

|  |  |  |
| --- | --- | --- |
| Principal of the Constitution | What it is | Example not in book |
| Popular sovereignty |  |  |
| Limited government |  |  |
| Separation of powers |  |  |
| Checks and balances |  |  |
| Judicial review |  |  |
| Federalism |  |  |

* Using direct instruction compare enumerated (expressed), reserved and concurrent powers to rights and responsibilities of teachers and students. Have each group give examples teacher rights / responsibilities, student rights / responsibilities and shared rights / responsibilities. Then compare those to different types of powers listed in Constitution. Place all examples in notebooks. (15 min)

##### Closing - Principals of Constitution are designed to protect us from the Government. The Government has few enumerated powers – their power is supposed to be limited.

###### Homework

1. None

# The Constitution Sections three and four, day four

## Lesson Objective - Students will understand why the Amendment process is so difficult.

### Materials needed - Cash and coins, Civics text, notebook

#### Lesson Activities

* Show class both paper money and coins. Students may use their own if they wish. Using [Group Brainstorming](http://cmapspublic3.ihmc.us/rid=1H51H49N0-3XDWF3-FJ3/brainstorming.pptx) (display presentation on screen) each group will list everything necessary to physically produce money. After groups have finished place group responses on board. Refer students to P.71 in text book. Read what the Constitution says about coining money. Using direct instruction define term implied powers. Explain relationship between enumerated and implied powers. (15 min section 3)
* Notes for [section two and three](http://cmapspublic3.ihmc.us/rid=1H51H49N0-23SFQ9M-FJ9/ch3sec2-3.ppt) (15 min section 3)
* Using direct instruction create a list specific protections and provisions included in Amendments. Solicit examples from students. (5 min)
* Using direct instruction explain chart on P. 93. Define terms proposed and ratified. Use the following example. Find an unsuspecting female student. Take her hand, kneel down before her and ask for her hand in marriage. After shock wears off ask class what this is called? Proposal. Now ask for her answer. When she accepts explain that she has just ratified my proposal. (10 min)

|  |  |
| --- | --- |
| Proposed | Ratified |
| Two thirds vote of both houses of congress | Three fourths of the State Legislatures approve the Amendment |
| Two thirds of the State legislatures call for a Constitutional Convention | Three fourths of State Constitutional Conventions must approve the Amendment |

##### Closing - The Amendment process is intentionally difficult. This is important to protect the stability of our Government.

###### Homework

1. Test in two days
2. Quiz over sections two and three tomorrow

# Finish section four and Constitution Review, day five

## Lesson Objective – Help students prepare for test

### Materials Needed - Civics text, notebooks

#### Lesson Activities

* Using [Think Pair Share](http://cmapspublic3.ihmc.us/rid=1H51H49N0-H4G67W-FKG/Think%20Pair%20Share.ppt) (display presentation on screen) answer the following questions; is the Amendment process too difficult? What could be an alternate method for Amending the Constitution? (10 min)
* [Notes over section](http://cmapspublic3.ihmc.us/rid=1H51H49N0-WFDQ83-FJC/ch3sec4.ppt) 4 (10 min)
* Pass out section [2 and 3 quiz.](http://cmapspublic3.ihmc.us/rid=1H51H3ZQK-1LPXYVP-FHJ/1q3-2_3.doc) When finished students should being reviewing notes for test (10 min)
* Using [Numbered Heads Together](http://cmapspublic3.ihmc.us/rid=1H51MDR8M-NXYGT5-G7R/Numbered%20Heads%20Together.ppt) (display presentation on screen) students will answer questions from lecture notes using [1w3-all](http://cmapspublic3.ihmc.us/rid=1H51H3ZQK-1YW4T75-FHQ/1w3-all.docx). (20 min)

##### Closing – The Constitution is a document of compromise. It is strong yet flexible and limits what government can do to us.

###### Homework

1. Study

# Test over United States Constitution

## Lesson Objective – evaluate student comprehension of learning outcomes

### Materials Needed – Unit test

#### Lesson Activities

* Ask for any final questions from students (5 min)
* [Pass out tests.](http://cmapspublic3.ihmc.us/rid=1H51H49N0-1CG0MQ2-FJP/constitution_test.docx) When finished please hand in your test and beginning reading Chapter three.

##### Closing – Tomorrow we will begin looking at the different Amendments in depth

###### Homework

1. None

# The Amendments section one Objectives

1. Identify Bill of Rights as having the first ten Amendments
2. Identify the protections listed in the Bill of Rights
3. Identify examples freedom of speech, religion, press, assembly and petition
4. Create and identify examples of Americans exercising protections and freedoms from the Bill of Rights
5. Explain the difference between a world with and without the Bill of Rights

**Blooms Taxonomy Key**

Knowledge

Comprehension

Application

Analysis

Synthesis

Evaluation

1. Identify the Second Amendment as permitting gun ownership
2. Identify the Fourth Amendment as prohibiting unreasonable searches
3. Identify the Fifth Amendment as providing for a grand jury
4. Identify the Fifth Amendment as prohibiting double jeopardy
5. Identify the Fifth Amendment as prohibiting self-incrimination
6. Identify the Fifth Amendment as guaranteeing due process of law
7. Identify the Sixth Amendment as requiring people be informed of any charges against them
8. Identify the Sixth Amendment as requiring trial by jury
9. Identify the Sixth Amendment as providing for speedy and public trial
10. Identify the Sixth Amendment allowing the accused to question witnesses and call witnesses
11. Identify the Eighth Amendment as allowing for reasonable bail
12. Identify the Eighth Amendment as prohibiting cruel and unreasonable punishments

# The Amendments section two objectives

1. Identify the protections listed in the Bill of Rights
2. Create and identify examples of Americans exercising protections and freedoms from the Bill of Rights
3. Explain the difference between a world with and without the Bill of Rights
4. Identify the establishment clause
5. Identify the free exercise clause
6. Understand the speech is not absolute
7. Identify examples of non-protected speech
8. Define libel
9. Explain freedom of assembly
10. Define petition

# The Amendments section three objectives

1. Categorize the remaining Constitutional Amendments
2. Identify the 13th Amendment
3. Identify the 14th Amendment

Blooms Taxonomy Key

Knowledge

Comprehension

Application

Analysis

Synthesis

Evaluation

1. Identify the 15th Amendment
2. Identify any five remaining Amendments

# The Amendments Sections one and two, day one

## Lesson Objective – The students will understand that the Bill of Rights guarantees Americans our basic civil and human rights

### Materials Needed – Worksheet 1w4-1a, notebook, Talking Chips, Amendment project hand out

#### Lesson Activities

* Students will answer worksheet [1w4-1a](http://cmapspublic3.ihmc.us/rid=1H51H3ZQK-1Y2YS9N-FHS/1w4-1a.doc) using [Pairs Check](http://cmapspublic3.ihmc.us/rid=1H51H49N0-D269SB-FK6/Pairs%20Check.ppt) (display presentation on screen). The students are to treat each box as one question. This is to be done without using their books or any other outside source. (10 min)
* Notes over [section 1](http://cmapspublic3.ihmc.us/rid=1H51H49N0-1DYBPYH-FJF/ch4sec1.ppt) (10 min)
* Display [Talking Chips](http://cmapspublic3.ihmc.us/rid=1H51H49N0-RY7CTL-FJM/chips.ppt) presentation on screen. Have students pass out chips to team members. Pass out the materials for the following court cases one case at a time; [Hazelwood school district V. Kuhlmeier](http://cmapspublic3.ihmc.us/rid=1H51H49N0-PBLX5D-FJT/hazelwood_v_kuhlmeier.mht) (1988, free speech), [Bethel school district V. Fraser](http://cmapspublic3.ihmc.us/rid=1H51H49MH-1S00BL0-FJ1/bethel_v_fraser.mht) (1986, free speech), [Wallace V. Jaffree](http://cmapspublic3.ihmc.us/rid=1H51H49N0-6MMJRY-FKL/wallace_v_jaffery.mht) (1985, establishment clause), [Miller V. California](http://cmapspublic3.ihmc.us/rid=1H51H49N0-JSK4FP-FK0/miller_v_california.mht) (1973, free speech). Give the groups five minutes to read the case summary and formulate their personal answers silently. Students do not to read anything other than the case historical background, facts of the case and decision. Then allow for five to ten minutes of discussion based on flow of arguments. After each case provide five to ten minutes of class expression and debate based on flow cases. Use rest of class time and possibly the beginning of tomorrow based on flow of class. (Television time remaining)

[Click here to view a video of this activity](http://cmapspublic3.ihmc.us/rid=1H51H49N0-2BN653M-FKD/talking_chips.flv)

##### Closing – The Constitution does affect your life. These protections pertain to everyone including students.

###### Homework

1. None

# The Amendments Sections one and two day two

## Lesson Objective – The students will understand that the Bill of Rights guarantees Americans our basic civil and human rights

[Click here to view an example of a student video](http://cmapspublic3.ihmc.us/rid=1H51H49MH-1V5HQSX-FHX/amendment_video.flv)

### Materials Needed – Talking Chips, notebooks, Civics Text

#### Lesson Activities

* Finish [Talking Chips](http://cmapspublic3.ihmc.us/rid=1H51H49N0-RY7CTL-FJM/chips.ppt) activity from yesterday. (15 min)
* Notes over [sections 2](http://cmapspublic3.ihmc.us/rid=1H51H49N0-28NKQSH-FJH/ch4sec2.ppt) (15 min)
* Pass out [video amendment project](http://cmapspublic3.ihmc.us/rid=1H51H49N0-12BV116-FJ5/caseprj.doc). Using hand out explain the project and field any questions. This project is due in one week. That gives you a weekend with which to meet with your partner and film and edit your video. Class will line up by what time they went to bed last night and count off by eight. Similar numbers are partners. Right now get your partners phone number and address so you can make arraignments to meet during the next week to work on your project. You will have twenty to thirty minutes tomorrow to work on the project in class but that is the only class time that you will receive. I have secured several video cameras from the video production class for you to use. (15 min)

##### Closing – Please remember to show me the Amendment do not tell me about it. Your test over this chapter is very short as the project is the primary evaluation tool. The test is in two days.

###### Homework

1. Nothing
2. Test in two days

# The Amendments Section three day three

## Lesson Objective – Students will understand the significance of the Civil War Amendments as well as the 20th century Amendments.

### Required Needed – Civics text, notebooks

#### Lesson Activities

* Notes over remaining of [Amendments](http://cmapspublic3.ihmc.us/rid=1H51H49N0-1T1D886-FJK/ch4sec3.ppt) (15 min)
* Students need to move and sit with their partners. First you need to make sure that you understand what you Amendment is protecting or prohibiting. I will circulate and help. Second the two of you need decide which role you are going to fulfill (story line / shot list or script). Then beginning developing your story. (television time remaining)

##### Closing – This project is very important. Please do not take it lightly. Your test will be tomorrow. We will review before the test.

###### Homework

1. Study for test
2. Project

# The Amendments review and test day four

## Lesson objectives – Ensure the students understand the material and distribute the test.

### Materials Needed – Civics text, notes, unit test

#### Lesson Activities

* Using [Numbered Heads Together](http://cmapspublic3.ihmc.us/rid=1H51MDR8M-NXYGT5-G7R/Numbered%20Heads%20Together.ppt) (put presentation on screen) students will answer review questions from notes using [1w4-all](http://cmapspublic3.ihmc.us/rid=1H51H3ZQK-14BCRXW-FHV/1w4-all.docx). (15 min)
* Pass out [unit test](http://cmapspublic3.ihmc.us/rid=1H51H49MH-18CHYBT-FHZ/amendments_test.docx)