

TITLE OF LESSON

American Government Unit 1 Lesson 31 – Amendments 11 Through 27  
*How do rights connect to democracy?*

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TIME ESTIMATE FOR THIS LESSON

One class period

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ALIGNMENT WITH STANDARDS

California – History 12.2, 12.3

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MATERIALS

*The Constitution of the United States of America* – Reading from <http://memory.loc.gov/const/const.html>  
**Amendments 11- 27** – Student Page  
**Bill of Rights Hypotheticals** – Student Page  
**Action Plan Part II** – Student Page

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LESSON OBJECTIVES

- To analyze the purposes of Amendments 11-27 and their relation to the GIP
  - To explore the additional rights and protections afforded by Amendments 11-27
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial complete homework assignments. Pass back graded assignments and have students place in the appropriate section of their binders.
- 2) **Agenda** – Have students copy the goal, agenda, and homework onto the next clean page in their notebooks.
- 3) Making Connections – Using their copy of *The Constitution of the United States of America* (Reading) have students peruse the *Bill of Rights* and see if any of the Amendments could connect or relate to their GIP problems. Ask them to write down any they think are possibilities and how they relate to their GIP problem.

Teachers – Some students will probably be asking for or needing help in completing the warm-up activity. Reject the urge to help them very much because there will be time at the end of class for them to work with their groups on this issue. The purpose here is only to get them started in thinking about how the amendments, too, might connect to their projects and problems.

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ACTIVITIES – INDIVIDUAL AND GROUP

1. Constitution Review – Quickly review the entire constitution (three parts, purpose, definitions, etc.). Be sure to review the *Bill of Rights*.
2. Hypotheticals – Have students take out their **Bill of Rights Hypotheticals** (Student Page). Take about 5 to 10 minutes to go over this handout. Have students choose the hypotheticals they want to discuss, read them aloud, and discuss which amendments would be pertinent (some real life situations where they may occur) and why. You may only be able to review a couple of these hypotheticals before moving on.
3. Amendments 11 – 27: **Silent Reading** – Next, have students open up their *Constitution of the United States of America* to and tell you how many amendments there are after the *Bill of Rights*. Tell students to take out a blank sheet of paper, put their name on the top, title it “Amendments 11-27”, and number their page 1 through 10 (do not skip lines). Explain that they are going to read the Amendments 11-27 silently for about 5 minutes and afterward they will write 10 items (names, events, things, etc.) onto their blank pieces of paper. Be sure to

emphasize that you really want them to try to read all 17 amendments even though some of them may be confusing and hard to understand. When students are ready, have them read silently for about 5-7 minutes.

4. Ten Items – After most are finished reading, have students stop and give them only two to three minutes to write a list of 10 things that they read about – anything, but not in sentences. Next, depending on how difficult it was for students to come up with ten items, you can either have them share their lists quickly with a partner next to them (so that they can get close to 10 items) or you can have them contribute items orally to you. You can write additional items on the board for students to copy onto their lists (avoid, however, having discussions about them for the time being).
  5. Summary Paragraph – Finally, have students look at their lists and at the bottom of their page have them write a 5-7 sentence paragraph that summarizes what they learned and what they think are the main ideas of Amendments 11-27. Tell students you will be collecting this when they are through.
  6. Synopsis and Discussion – When students have finished writing, pass out **Amendments 11-27** (Student Page) that provides a brief synopsis of each amendment. Collect the papers and lists from students and read aloud (anonymously) the paragraphs that the students wrote. Use these paragraphs to spur discussion, clarify misunderstandings, debate purposes and highlight key information contained in Amendments 11-27. Note that Amendments 13-15 are considered “Reconstruction Amendments” because they were passed after the Civil War and deal directly with slavery. Note that Amendments 12, 15, 17, 19 (women!), 22, 23 and 26 all have to do with voting. Note that Amendments 18 and 21 have to do with Prohibition.
  7. Revisit Action Plan – After you have read most (if not all) of the paragraphs, have students take out their **Action Plan** (Student Page) and turn them over to Part II. Have them notice that in Part II they were supposed to try to connect their GIP to the Constitution at the federal and state levels. When they completed this, however, they had not yet studied the Amendments. Review the warm-up activity with students and elicit any connections that students were able to make between their GIP problem and the *Bill of Rights*.
  8. Teacher Model: Connections – Next, on your sample Action Plan (that you have completed as a teacher about teaching salaries) you might want to write in an example connection to the constitutional amendments to show how some of these might be directly or indirectly related to the GIP. (As another example, if any of your students are researching gang violence or violent crime you should show them how Amendment 2 directly relates to their problem even though it may actually promote MORE violence. However, students might want to use that to encourage government to repeal that amendment like they did for prohibition.)
  9. Action Plan: Part II – Tell students that they need to complete Action Plan Part II for homework by filling in the “US Constitution” bubble with connections to any of Amendments 11-27. Encourage them to consult with their group if they are having problems with this. Let them get started now and continue it at home.
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#### HOMEWORK

- 1) Complete Action Plan: Part II and connect their problem to the US Constitution Amendments.
  - 2) Study vocabulary to date.
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#### GROUP ROLES

None

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#### DOCUMENTATION FOR PORTFOLIO

None