

Constitution Amendments Project

1st Quarter Project

The United States Constitution is a framework of the laws that govern our country. The amendments are changes we've made to those rules over time and there are only 27 of them! In this project you will be assigned one of the 27 amendments to explore. You will begin this project by conducting research and becoming an expert on your assigned amendment. Then, you will pass along your knowledge by creating a presentation to teach the rest of the class the basics of your amendment.

Part I Research:

- Begin your project by conducting proper research on the Amendment assigned to you.
- You can gather information from the textbook, reference books from the classroom, Digital Arizona Library (DAZL), Library of Congress, or any sources from the approved sources list. 'Googling' is NOT conducting research and is inappropriate for a project. Keep in mind that .coms and Wikipedia are also unacceptable sources for research.
- Complete both the *Research Objectives Worksheet* and *Sources Checklist* prior to the project deadline. *See project timeline for due dates.
- You must use at least **three sources**, one primary source and two secondary sources. All of your sources will be cited on a works cited page attached to your assignment using proper MLA format; failure to do so is considered *plagiarism*. Plagiarism will result in a **zero** on this assignment as well as disciplinary action.

Part II: Teach Your Amendment (American History)

PowerPoint/Google Slides (100 points): You are to create a PowerPoint or Google Slides presentation that represents your amendment and aids you in teaching that amendment to the class. This presentation should include a title slide and five additional slides answering specific questions about your amendment. You also need to include a Works Cited page at the conclusion of your PowerPoint presentation.

- Title Slide: You must have a title slide that includes a title and a proper MLA heading.
 - Description: Describe what your amendment is about in your own words.
 - Rights: What right(s) does it give Americans? How did it change American lives?
 - Inspiration: What inspired the amendment? Is there an event, or a person or a group of people that caused this amendment to come about?
 - Reactions: How did Americans react to the amendment? What were the main pro and con arguments towards the amendment?
 - Interesting Facts: What interesting facts or stories did you find about your amendment? Share something fun or interesting about your amendment with the class.
 - Works Cited Page: You must use at least **three** sources and cite them correctly using MLA format. All pictures and visuals used must also be cited correctly. Your works cited should be divided into primary and secondary sources.
- All content slides must have a minimum of one paragraph, 5-8 meaningful sentences of content. You may use more than one slide for each topic, as long you title them correctly.
 - Include at least two visuals to make your presentation more interesting to your audience.
 - The PowerPoint should be creative, well organized and have no spelling or grammar errors.
 - Your minimum font size should be 20pt font for your audience to be able to read across the room (your works cited page does not have to be this big since you're only sharing it with your teacher).

Presentation (50 Points): You will need to teach your amendment to the rest of the class using your PowerPoint or Google Slides. The presentation should be 2-3 minutes long followed by a question and answer session. You must be able to answer follow-up questions about your amendment. Be prepared! Do not read your slides to the class but instead present the most important information to the audience.

Part III: Creative Writing (English 8)

Written Assignment (120 points): Choose **one** of the following options to be written about your amendment in 500 to 700 words:

We're going to write an informational article that explains the amendment by creating a short paper and either a poster or short video ad.

Paper – this will be typed in Google Docs and submitted via Google Classroom.

- **Part One** – Explaining what the amendment says and why it was written. Stick to the facts and it should attempt to be unbiased and clinical. Think of it as a textbook where you keep all personality out of the description. Do not use “I” or “you”. This will be a brief summary compared to the history side of the project.
 - **Ex:** The 1st Amendment is the first amendment written in the Bill of Rights, which was added to the Constitution with nine other amendments. It was written for three reasons...
- **Part Two** – Give a new citizen of the United States an exciting and stylized guide about what rights that amendment guarantees them. We'll use government educational posters/videos from the 1950s and 1960s as a guide. The use of “you” is highly encouraged. You want to be inviting, talk to the audience, and even be funny occasionally.
 - **Ex:** In your first days in America, you will be looking for a home. Do not worry! You will only need to find room for you and your family. The United States guarantees that you will not need to house soldiers in your home. You may, however, want to have a guest room in your home for that aunt that pinches your cheeks. Ouch! Your cheeks will be rosy after that visit, but your mom will be happy with you.
- **Part Three** – Give a citizen a satirical guide about the limits to that amendment. In other words, what **not** to do. This will explain the limitations of the amendment and what it does not cover or times when it does not apply. Yes, every amendment has limits.
 - **Ex:** Helpful hint: do not tell a neighbor that they have ugly shoes. The first amendment protects you against government interference but does not protect you against the consequences of hurting someone's feelings. Sarah is now sad.

Multimedia – After writing your paper, you will adapt it into either a movie or poster to present. The poster or movie should cover at least the information/content from parts two and three of the paper. Keep the stylized and somewhat informal tone. You are encouraged to use cartoon characters like in the educational videos of the 1950s that we see in class. They will also be posted on Google Classroom for your review.

Formatting:

- Length should be 500 to 700 words, approximate page numbers are given for each assignment.
- Pre-writing will need to be completed and turned in prior to the project deadline. *See project timeline for due dates.
- Typed using Arial or Times New Roman, 12 pt font and double spaced or very neatly handwritten in blue or black ink (the poster/movie may be more creative).
- MLA, including header and page number

History Project is due Monday, October 18th.

English project is due Wednesday, October 20th.

Both projects will be due through each teacher's Google Classroom by **8PM** on that date. Your project is due that day whether you are present at school or not, late projects will not be accepted for credit. Presentations will take place in History class October 19-21st. If you are absent you will do the presentation the day you return to school. There will be no exceptions to the late policy.

Sign up for an amendment using the link provided in history class on 9/15.

Amendment assigned to you: _____

I have read and understand the instructions and due date for the 4th quarter project. I also understand that if **any** portion of this project is plagiarized it will result in a zero on this **entire** project.

Please click [here](#) for you and a parent to agree to this contract.

Constitution Amendments Project Rubric

Name: _____ Date: _____ Period: _____

Amendment assigned to me: _____

PowerPoint/Google Slides: _____ / 100 points

Creative/Organized _____/5pts

Description _____/10pts

Rights _____/10pts

Inspiration _____/10pts

Reaction _____/10pts

Interesting Facts _____/10pts

Visuals (minimum of 2) _____/10pts

Works Cited

Primary Source _____/5pts

Secondary Sources _____/10pts

Cited correctly _____/5pts

Conventions _____/15pts

Presentation: _____ / 50 points

Volume _____/5pts

Time (2-3 mins) _____/5pts

Presentation Skills _____/10pts

(eye contact, body language, etc)

Instruction of
Amendment _____/20ptsUnderstanding of
Amendment (Q&A) _____/10pts**Total Points _____ / 150 points****Final Grade _____**

Constitution Amendments Project Rubric

Name: _____ Date: _____ Period: _____

Amendment: _____

Writing Option: _____ Word Count: _____

Writing Assignment: _____ / 40points

Teacher Name: **Mr. Baron**

Student Name: _____

CATEGORY	4	3	2	1
Part 1 (amendment)	<p>Topic (amendment) is fully explored and explained with depth and nuance. Amendment is illustrated fully and clearly.</p> <p>Vocabulary and tone are even and academic</p> <p>15-----14-----13</p>	<p>Topic (amendment) is fairly well explored and explained with core understanding evidenced. Amendment is illustrated fully and fairly clearly.</p> <p>12-----11-----10</p>	<p>Parts of topic (amendment) is explored and explained. Amendment is illustrated somewhat clearly or fully, but there may be some factual errors present.</p> <p>9-----8-----7</p>	<p>Little work is evident in exploring topic (amendment) or very little evidence of understanding the topic (amendment) is evidenced by the writing portion.</p> <p>6-----5-----4</p>
Part 2 and Part 2 Style (Dos and don'ts)	<p>Author provides excellent examples and counterexamples to illustrate the amendment.</p> <p>Tone is stylish, friendly, and interesting. Acknowledges the reader and paints a picture with words.</p> <p>15-----14-----13</p>	<p>Supporting details and information are relevant, but one key issue or portion of the topic is unsupported.</p> <p>Tone is stylish and interesting. Acknowledges the reader and paints a picture with words, but style may be weak or comes and goes.</p> <p>12-----11-----10</p>	<p>Supporting details and information are relevant, but several key issues or portions of the topic are unsupported.</p> <p>Tone is occasionally stylish. May occasionally appeal to the reader, but it's fleeting or limited.</p> <p>9-----8-----7</p>	<p>Supporting details and information are typically unclear or not related to the topic.</p> <p>Little or no effort is put into style or tone or no evidence is present of style.</p> <p>6-----5-----4</p>
Multi-media component (poster or video)	<p>Video or poster fully and stylishly summarizes the information from parts 1-3. It enhances the paper with creativity and/or visual elements, potentially even using era-appropriate cartoons and/or visuals.</p> <p>-----5-----</p>	<p>Video or poster mostly and stylishly summarizes the information from parts 1-3. It attempts to enhance the paper with creativity and/or visual elements, but some elements may be rough or some information may be missing.</p> <p>-----4-----</p>	<p>Video or poster attempts to summarize the information from parts 1-3, but misses or misrepresents major information or little effort is made to make the poster or video enhance the paper.</p> <p>-----3-----</p>	<p>Shows little creativity, originality and/or effort in transferring information to the new medium.</p> <p>2-----1</p>

Satire (Content)	Displays at least one stylish and interesting example of satire that are clear and clever. -----5-----	Displays at least one example of satire -----4-----	Attempted to use satire, but satire fell flat or it's hard to tell what is satire and what isn't. -----3-----	No visible evidence of effort put into having satire in the project. 2-----1
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Constitution Amendments Project

1st Quarter Project Timeline

Week 1: September 13th – 19th

- Watch the Edpuzzle directions for the history portion of the project by **Tuesday, September 14th**.
- Fill out the project contract with a parent by **Wednesday, September 15th**.
- Choose an Amendment for your project in history class on **Wednesday, September 15th**.
- Start gathering information on your Amendment. Look for resources: textbooks, reference books, and newspapers. You need at least three sources for this assignment.
- Begin filling out the *Research Objectives Worksheet* and the *Sources Checklist*.

Week 2: September 20th – 26th

- Conduct research your amendment; find as much information as possible about the amendment assigned to you. If you are having difficulty finding information, now is the time to ask Mrs. Shafer for help.
- Finish *Research Objectives Worksheet* and the *Sources Checklist*. **Due: Monday, September 27th**.
- Chose a design layout for your PowerPoint/Google Slides.

Week 3: September 27th – October 3rd

- Research Objectives Worksheet* and the *Sources Checklist*. **Due: Monday, September 27th**.
- Start putting your PowerPoint/Google Slides together.
- Watch the Edpuzzle for the English portion of the project

Week 4: October 4th – 10th

- Complete pre-writing for your writing assignment. **Due: October 8th**.
- Go over the feedback you received on your *Research Objectives* and *Sources Checklist* and make any changes or add information as needed.

Week 5: October 11th – 17th

- Write a rough draft of your writing assignment. See Mr. Baron during office hours or email your rough draft if you would like feedback.
- Have someone, a parent, teacher, or peer, proofread your writing assignment for you.

- Review your PowerPoint/Google Slides and decide how you will teach your amendment to the class.
- Practice your presentation. It must be 2-3 minutes; you may use note cards if you'd like.

Week 6: October 18th – 24th

- Monday, October 18th: Turn in history project through Google Classroom no later than 8PM**
- Revise your rough draft of your writing assignment. See Mr. Baron during office hours or email your rough draft if you would like feedback.
- October 19th – 21st: Presentations in History class.**
- October 20th: 8:00pm Papers due to Mr. Baron's Google Classroom**
- October 21st: Presentations in English class.**