

Teacher's Name:
Employee Number:
School:

Social Studies Lesson Plan- SS.5.C.3.4
Describe the amendment process as defined in Article V of the Constitution and give examples

1. **Title:** The Amendment process as stated in Article V.

2. **Overview - Big Ideas:**

Enduring Understandings

- Understand that the US Constitution can be amended.
- Comprehend the process of amending the Constitution.
- Appreciate the importance of the amendment process.
- Compare and contrast the two ways of amending the US Constitution.

Essential Questions – (What provocative questions will you use to foster inquiry, understanding and transfer of learning?)

- Why is it important to amend the Constitution?
- How many times has the Constitution been amended?
- What is the process of amending the Constitution?
- Why is the amendment process often considered difficult and complex?

3. **Lesson Objectives**

Standards - (Next Generation Sunshine State Standards for Social Studies)

Fifth Grade NGSSS-SS Benchmarks

- SS.5.C.3.4 Describe the amendment process as defined in Article V of the Constitution and give examples

Tested Seventh Grade NGSSS-SS Benchmarks Relevant to this Lesson

- SS.7.C.1.7 Describe how the Constitution limits the powers of government through separation of powers and checks and balances.
- SS.7.C.1.9 Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.

4. **Key Vocabulary:**

amendment, convention, House of Representatives, legislative branch, majority, propose, ratify, Senate, state legislature

5. **Evidence of Student Understanding (Assessment) in this Lesson:**

What key knowledge and skills will students acquire as a result of this lesson?

After completing this lesson students will be able to understand the importance of the amendment process. Also, students should be able to identify the two ways of amending the Constitution and understand why this process is so difficult and complex. Students should also know that the Legislative branch is the only branch that proposes amendments. Finally, students should understand that thousands of amendments have been introduced, but only twenty seven have been ratified.

What will students be able to do as a result of such knowledge and skills?

As a result of acquiring the skills and knowledge addressed in this lesson, students will be able to complete the attached graphic organizer comparing the two ways of amending the United States Constitution. Students should be able to recognize the major differences between the two processes and be able to write a brief paragraph explaining which way works best and why. Finally, students should be able to create a cartoon strip about the long and complex process of amending the constitution, including the facts that thousands of amendments have been proposed but only twenty seven ratified.

Additionally, students will be able to correctly answer the questions that are part of the formal assessment included with this lesson.

Both **formative and summative assessments** are included.

6. Materials needed:

Attachment A: Reading # 1: Amending the Constitution

Attachment B: Graphic Organizer: Vocabulary Web

Attachment C: Amendment Process Graph

Attachment D: Venn Diagram

Attachment E: Cartoon Strip

Attachment F: Post Quiz

7. Steps to Deliver the Lesson:

A detailed, step by step description of how to deliver the lesson and achieve the lesson plan objectives.

- a. Lesson Opening: Open the lesson by referring to the US Constitution and the Bill of Rights. Explain to students that the Founding Fathers knew that future generations might want to add other amendments to the Constitution. Ask students to write a journal as to what amendments or changes they would like to add. Some of the answers might be to change the voting age, etc. Share answers with the class. Ask students if they know how many times the US Constitution has been amended? Why so few? Ask students if they think it is difficult to amend the US Constitution?
- b. Reading: Distribute reading (Attachment A): Ways to Amend the Constitution. Ask students to circle any word that they do not understand.
- c. Graphic Organizer: Word Web, (Attachment B). Have students define words by using the word web. Model one example on the board. For example, the word *amendment* - first write the word in the center, then ask students for three examples of what they might associate with this word. The first might be: *change*, then *to add* or *to modify*. On the other side of the web ask students to write word with the opposite meaning (the antonym). Students should then be able to write the definition. Finally, students should create a symbol or drawing. These steps should be repeated for the remaining words.
- d. Have students look at the *Amendment Graph* (Attachment C) which indicates the two ways that the Constitution can be amended. Explain and discuss the two processes.

- e. Have students complete the Independent writing assignment listed in #8 below.
- f. Have students take the post-quiz associated with this lesson (Attachment F). Go over the quiz with students. Check for understanding and re-teach any concepts not understood.

8. Specific Activities: (From Guided to Independent)

Activities designed to facilitate the gradual release of teacher responsibility, from teacher-led to independent.

- a. After students completed steps a-d from *Steps to Deliver the Lesson*, have them complete the Venn diagram (Attachment D). They should be able to write the differences between the two ways to amend the US Constitution. They also should be able to find similarities. After students have completed the Venn Diagram, they should write a paragraph comparing and contrasting the two processes.
- b. For students who are struggling readers and /or ELL, model sentences on the board and/or smart board.
- c. Circulate the room to monitor students' abilities and assist students needing help.
- d. Have students come to the board and write their responses.

9. Differentiated Instruction Strategies:

How to accommodate a variety of student learning needs, remediation strategies as well as enrichment strategies.

- a. As students are completing the graphic organizers, work individually with students who are having difficulty with this task.
- b. While students are completing the Venn Diagram and paragraph entry, work on an individual basis with students who are having difficulty.

10. Technology Integration:

Describe activities incorporating technology; e.g., address lesson content through online resources.

- a. Have students visit the following website and read information related to this lesson:
<http://www.usconstitution.net/constkids4.html>
- b. For more re-teaching activities students may go to the Center on Congress website and watch a brief video :
<http://www.centeroncongress.org/amendments>
- c. Using this activity, students can see which members of Congress have proposed important legislation:
<http://www.centeroncongress.org/notable-members-congress-and-laws-they-sponsored>
- d. Have students watch this interactive module to see how members of Congress decide to vote. This activity can take place in a computer lab and/or teacher may use smart board/projector to see module:
<http://www.centeroncongress.org/e-learning-module-how-member-decides-vote>
- e. Have students visit the this website to read information about important amendments :
http://www.archives.gov/exhibits/featured_documents/amendment_19/

11. Lesson Closure:

Methods to draw ideas together, review concepts, etc.

- a. After completing, reviewing the post quiz, and re-teaching concepts related to the amendment process (if necessary), ask students the following questions to conclude the lesson:
 - What are the two methods of amending the Constitution?
 - Why do we only have twenty seven amendments to the United States Constitution?
 - Which method of amending the Constitution is better?
 - Why are thousands of amendments never ratified?
 - What is your favorite amendment?

- Which topic and/or problem should the next amendment (28th) be about?
- b. For home learning, distribute and discuss attachment E. Students are to draw a cartoon strip showing the difficulty and complexity of the amendment process. The cartoon should mention the two methods to amend the US Constitution, and how, even though, thousands of amendments have been proposed, we only have twenty seven.

Ways to Amend the Constitution

Under Article V of the Constitution, there are two ways to propose amendments to the Constitution and two ways to be ratified by the states.

To Propose Amendments

- Two-thirds of both houses of Congress vote to propose an amendment, **OR**
- Two-thirds of the state legislatures ask Congress to call a national convention to propose amendments. *This version has not yet been used.*

To Ratify Amendments

- Three-fourths of the state legislatures approve it, **OR**
- Ratifying conventions in three-fourths of the states approve it. *This method was used only once – to ratify the 21st Amendment (repealing Prohibition).*

The Supreme Court has stated that ratification must be within “some reasonable time after the proposal.” Beginning with the 18th amendment, it has been customary for Congress to set a definite period for ratification. In the case of the 18th, 20th, 21st, and 22nd amendments, the period set was 7 years, but there has been no determination as to just how long a “reasonable time” might extend.

Of the thousands of proposals that have been made, only 33 obtained the necessary two-thirds vote in Congress. Of the 33, 27 amendments have passed

Attachment B

Definition

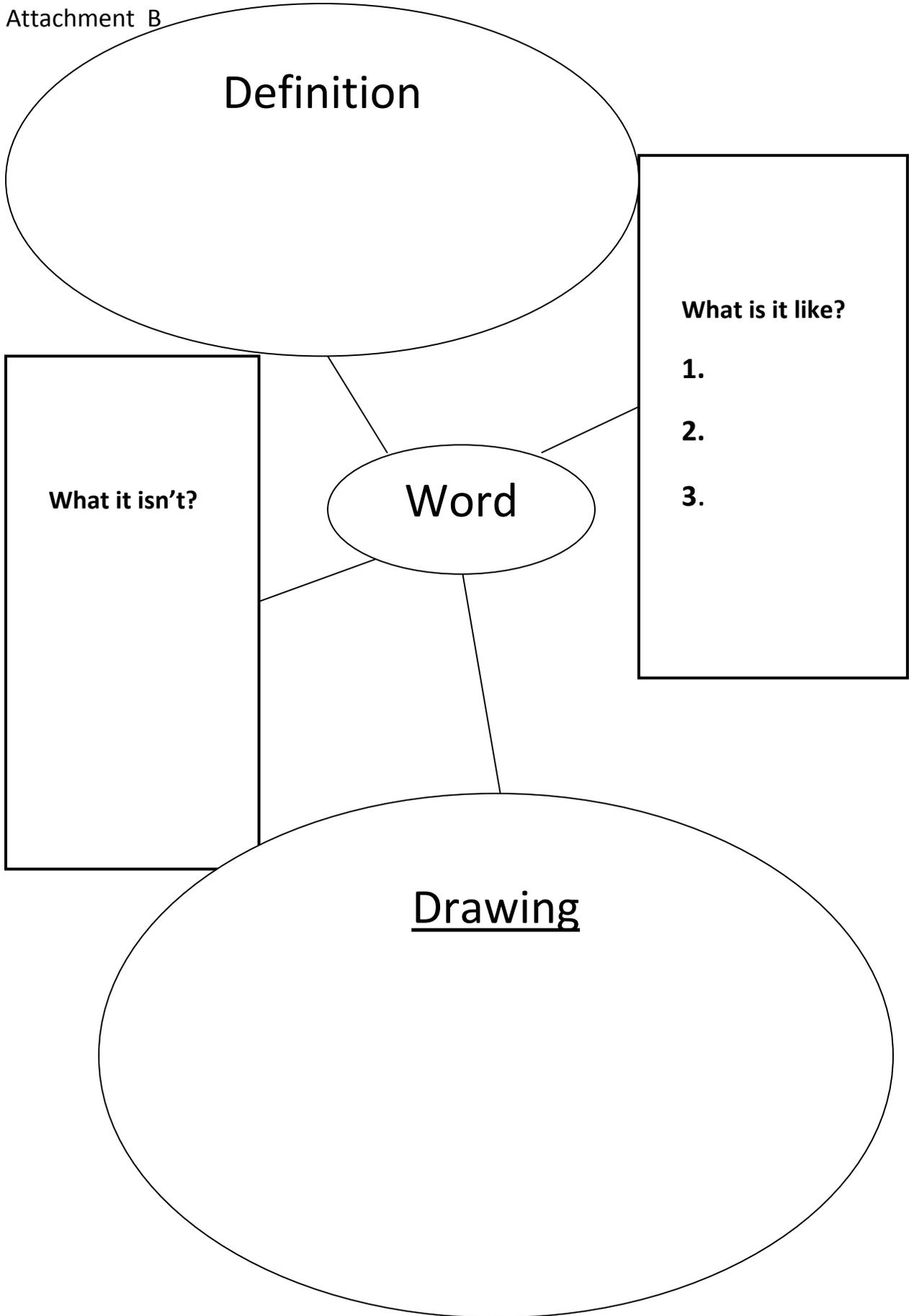
What is it like?

- 1.
- 2.
- 3.

What it isn't?

Word

Drawing



Attachment C

2/3 of Congress (made up of the House of Representatives and the Senate) proposes an amendment.

2/3 of state legislatures ask for a meeting to propose an amendment.

A special convention is called and the amendment is proposed.

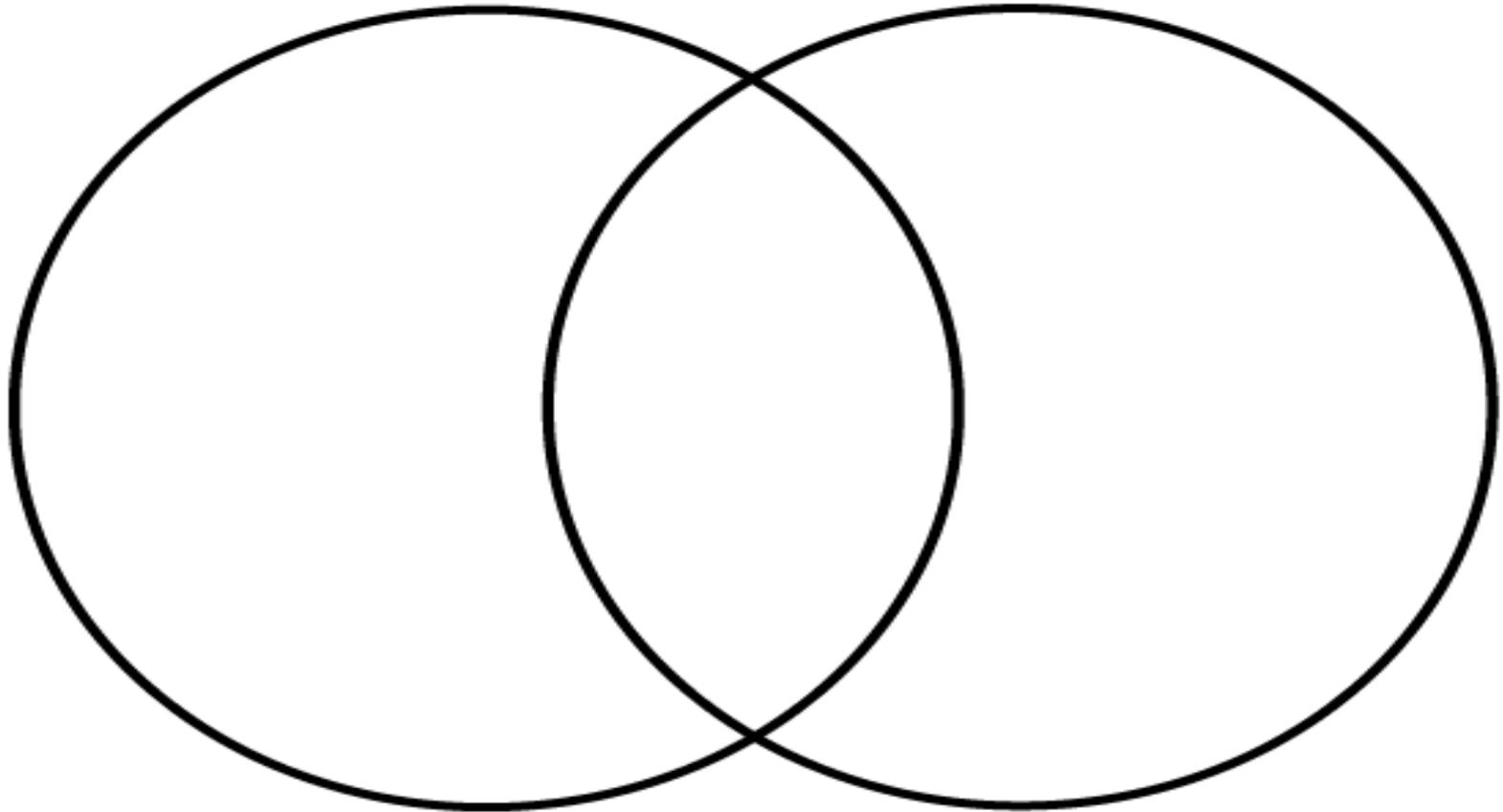
3/4 of state legislatures ratify (accept) the amendment or 3/4 of special state conventions ratify (accept) the amendment.

An Amendment is made.



Attachment D

Venn Diagram of the Amendment Process



Attachment E

Amendment Process- Post Quiz

Low Complexity Items:

1. Which branch of the federal government is able to propose an amendment?
 - a. The Legislative branch of the government
 - b. The Judicial branch
 - c. The Executive branch
 - d. The Federal courts

2. What is an amendment (as related to this lesson)?
 - a. a United States diploma
 - b. the right to vote
 - c. a change to the United States
 - d. a change to the United States Constitution

3. Thousands of amendments have been introduced but how many have been ratified?
 - a. Ten
 - b. Twenty three
 - c. Twenty seven
 - d. None of the above.

Moderate Complexity Items

4. What is the best interpretation of the statement below?

“The amendment process is long and difficult.”

- a. Many amendments have been filed but only a few have been ratified.
- b. It is difficult to write a Constitution.
- c. People don't know how to amend the Constitution.
- d. Many amendments have been filed and none have passed.

5. What is the best interpretation of the following statement?

“In two hundred plus years we have only added twenty seven amendments to the US Constitution”

- a. We can only add amendments every fifty years
- b. The process of amending the Constitution is long and difficult
- c. New amendments were added to the Magna Carta.
- d. People are very uncommitted and do not want to amend the Constitution.

6. Which of the following statements is true about the amending the Constitution?

- a. It has never been amended
- b. There are two ways to amend the Constitution
- c. Members of Congress don't like amending the Constitution
- d. Members of Congress always support the ratification of the Constitution

High Complexity Items

7. The statement below is a quote by Lee Hamilton former member of the US Congress. The statement clearly demonstrates Hamilton's position. What is that position?

"Our democracy is not a product but a continual process. Sometimes it needs refining; sometimes it needs amending; sometimes it needs defending. Always, it needs improving."
Lee H. Hamilton

- a. a person who believes the Constitution should not be amended
 - b. A democrat
 - c. A republican
 - d. a person who believes the amendment process is necessary
8. *This country, with its institutions, belongs to the people who inhabit it. Whenever they shall grow weary of the existing government, they can exercise their constitutional right of amending it, or exercise their revolutionary right to overthrow it.* Abraham Lincoln

In the statement above what is President Lincoln implying?

- a. Amending the Constitution is not an option.
- b. People who amend the Constitution are revolting.
- c. By amending the Constitution we are exercising our constitutional right.
- d. People don't have that option.

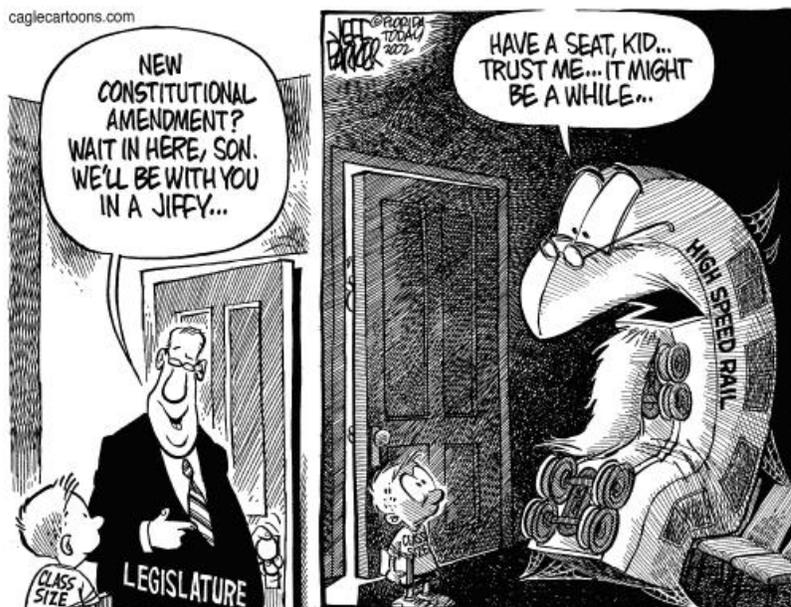
9. Though more than 7,000 amendments have been proposed over the last 200 years, very few have passed the mustard of ratification. The Founders purposely made the process difficult because they were committed to establishing stability and security through a respect for the rule of law.

Based on the above statement, which of the following is true?

- a. We have such a strong government that we have proposed over 7,000 amendments.
- b. The Founders made this a long process to secure that, above all, the Constitution should be upheld and that no mistakes are made.
- c. The Founders really did not want any amendments to pass.
- d. The Founders made this process difficult so people would not even think about amending the Constitution.

10. What information can you infer from the cartoon below?

- a. One way of amending the Constitution is by the approval of state governors.
- b. Amending the Constitution is an impossible task.
- c. Class size amendments are not as important as high speed rail proposals.
- d. Passing an amendment is a long process.



Answers:

1. A
2. D
3. C
4. A
5. B
6. B
7. D
8. C
9. B
10. D

Civic Integration
Lesson Plan Quiz Blueprint
NGSSS-SS Main Benchmark: SS.5.C..4
Title of Lesson: Federalists and Anti-Federalists
Grade Level: 5th

Pacing Guide Connection: 5th Grade United States History 3rd Nine Weeks- Topic 10: The Constitution

Question #	Benchmark Grade Level	Benchmark 7th Grade Tested	Answer	Complexity Level
1	SS.5.C.3.4 Describe the amendment process as defined in Article V of the Constitution and give examples	SS.7.C.1.7 Describe how the Constitution limits the powers of government through separation of powers and checks and balances. SS.7.C.1.9 Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems	A	Low
2	SS.5.C.3.4 Describe the amendment process as defined in Article V of the Constitution and give examples	SS.7.C.1.7 Describe how the Constitution limits the powers of government through separation of powers and checks and balances. SS.7.C.1.9 Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems	D	Low
3	SS.5.C.3.4 Describe the amendment process as defined in Article V of the Constitution and give examples	SS.7.C.1.7 Describe how the Constitution limits the powers of government through separation of powers and checks and balances. SS.7.C.1.9 Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems	C	Low
4	SS.5.C.3.4 Describe the amendment process as defined in Article V of the Constitution and give examples	SS.7.C.1.7 Describe how the Constitution limits the powers of government through separation of powers and checks and balances. SS.7.C.1.9 Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems	A	Moderate

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6	SS.5.C.3.4	Describe the amendment process as defined in Article V of the Constitution and give examples	SS.7.C.1.7 Describe how the Constitution limits the powers of government through separation of powers and checks and balances. SS.7.C.1.9 Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems	B	Moderate
7	SS.5.C.3.4	Describe the amendment process as defined in Article V of the Constitution and give examples	SS.7.C.1.7 Describe how the Constitution limits the powers of government through separation of powers and checks and balances. SS.7.C.1.9 Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems	D	Moderate
8	SS.5.C.3.4	Describe the amendment process as defined in Article V of the Constitution and give examples	SS.7.C.1.7 Describe how the Constitution limits the powers of government through separation of powers and checks and balances. SS.7.C.1.9 Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems	C	High
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