

Cultural Lit. 46: The First & Fourteenth Amendments

Summary

Students will: Analyze the historical implications of the First Amendment of 1791 and the Fourteenth Amendment of 1868, upon American Indians and African Americans, after receiving direct instruction, reading selected texts and working in group structures, within 1-2 class periods.

Time Frame

2 class periods of 60 minutes each

Materials

1. US Government Textbook
2. Marzano, Pickering, and Pollock. 2001. *Classroom Instruction that Works*. Alexandria, Virginia: Association for Supervision and Curriculum Development.
3. Stephens, E. and Brown, J. 2000. *A Handbook of Content Literacy Strategies*. Norwood, MA: Christopher Gordon.
4. Journal or notebook.

Instructional Procedures

Anticipatory Set:

Post the names and words 'Ratify, article, prohibit, segregate' on the board, on a flipchart or on a projection device and ask the class if they are familiar with these words. Conduct a collective brainstorming session (utilizing group structures) and add the generated vocabulary words to posted ones. Allow students to postulate their understanding of words and concepts.

Activities:

1. Utilizing cooperative groups structures, students will read the First and Fourteenth Amendments
2. Students will take notes (see Marzano, Pickering and Pollock p. 46, Informal Outline) of main points of the Amendments while reading.
3. Utilizing group structures instructor will ask students to consider the legal status of American Indians and African Americans in both 1791, and 1868, and the applicability upon them of the term "citizens" (students can refer to the text for more information).
4. Instructor will ask students to consider the applicability of the 14th Amendment to African Americans in light of the Jim Crow laws.
5. Instructor will ask students to research the status and designation of American Indians during Jim Crow.
6. Students will record information in their journals (see Stephens & Brown--Content Journal, p. 28) and report to class from groups.

Assessment Plan

Students will take notes utilizing note-taking frames and report from groups.

Unit Assessment:

Working in cooperative group structures, students will study the history of a Civil Rights law passed during the mid 20th century, and present their report to class.

Authors

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