

Lesson Plan: Article V of the Constitution

Article. V.

The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose Amendments to this Constitution, or, on the Application of the Legislatures of two thirds of the several States, shall call a Convention for proposing Amendments, which, in either Case, shall be valid to all Intents and Purposes, as Part of this Constitution, when ratified by the Legislatures of three fourths of the several States, or by Conventions in three fourths thereof, as the one or the other Mode of Ratification may be proposed by the Congress; Provided that no Amendment which may be made prior to the Year One thousand eight hundred and eight shall in any Manner affect the first and fourth Clauses in the Ninth Section of the first Article; and that no State, without its Consent, shall be deprived of its equal Suffrage in the Senate.

http://www.archives.gov/exhibits/charters/constitution_transcript.html

Recommend Grade Level: High School

Lesson Length: 87 minute block

Essential or Guiding Question:

1. Why would the Founding Fathers include an Article in the Constitution that allows for the Constitution to be amended?
2. What is the historical reasoning behind this amendment?
3. How does the amendment process reinforce the importance of federalism to the governing of the United States?
4. Why is this Article significant in today's society?

Overview:

This lesson will analyze the process by which the Constitution can be amended and the historical reasoning for this Article. This lesson will also apply Article V to today's society.

Materials:

- Copy of the Article V for students to read and analyze
- Map of the Original thirteen colonies including the Representatives and Senators to the Constitutional Convention. (Homework prior to the lesson)
- Current map of the United States and the number of Representatives to the House of Representatives and the Senators (Homework prior to the lesson or can be used as part of the lesson)
- Poster board

- Rubric and instructions for long-term assessment.
- Copy of The Great Compromise
http://www.senate.gov/artandhistory/history/minute/A_Great_Compromise.htm

Objective:

Students will analyze Article V of the Constitution, the historical connection, the process of amending the Constitution and the modern impact.

Standards:

HISTORICAL THINKING STANDARD 3

- The student engages in historical analysis and interpretation:

Therefore, the student is able to:

- Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions by identifying likenesses and differences.
- Consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.
- Analyze cause-and-effect relationships bearing in mind multiple causation including (a) the importance of the individual in history; (b) the influence of ideas, human interests, and beliefs; and (c) the role of chance, the accidental and the irrational.

United States History Content Standards

STANDARD 3

The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights.

Standard 3A

The student understands the issues involved in the creation and ratification of the United States Constitution and the new government it established.

Grade 9-12

Analyze the fundamental ideas behind the distribution of powers and the system of checks and balances established by the Constitution. [Examine the influence of ideas]

<http://www.nchs.ucla.edu/Standards/>

Background Information/Homework/Pre-learning:

Students need to have background historical knowledge of the Constitution and the Founding Fathers.

Background information on Article V. of the Constitution:

The Founding Father's realized that with the passage of time that the Constitution would need to be amended due to the progress and changes within society. They also considered the importance of having a process that reflected the distribution of power between the states and national government, a divisive issue that was discussed frequently at the Constitutional Convention. Article V outlines the two different fashions in which the Constitution can be amended, neither of which is an easy process.

The first process to amend the Constitution requires that any proposed amendment be ratified by two thirds of both house. Historically, this is the only fashion in which the Constitution has been amended to date. There have been a total of twenty-seven amendments added to the Constitution since it became effective On September 25, 1789.

Background Homework: In order for students to gain knowledge of how many Representatives each colony had historically and in today's society, to understand the difficulties to find a common ground with that many voices to be heard that would meet the requirements for an Amendment to be passed in Congress.

Have students create a map of the original thirteen colonies and the number of Representatives for each colony.

1. Have students read about the Great Compromise and explain how it is reflected in both maps they are going to create.
2. Have students create a map of the United States including the number of Representatives and Senators for each state.
3. Have students create a map of the Original thirteen colonies and the number of Representatives for each colony.

Vocabulary:

1. Amendment
2. Representative
3. Ratified
4. Suffrage
5. Great Compromise

Anticipatory Activity/Bell-Ringer: (Drill)**Question:**

1. Why did the Founding Fathers write an Article that allows for the Constitution to be amended?
2. Explain why the Constitution is a “Living Document.”
3. Why were the Framers concerned about the distribution of power in the Constitution?

Answer: The Founding Fathers created and included this Article in the Constitution to allow the Constitution to be changed and amended as time passed and the needs of the Country changed. However, they did not want a process that would be easily implemented for fear that it would be abused. Additionally, they wanted to ensure that the states and national government would have a role in this process.

Activity (Activities):

- Provide notes on the historical background of Article V of the Constitution. Include a review of the concept of federalism.
- Divide students into groups and have them read Article V of the Constitution.
- Students should create a graphic organizer of the important information contained within Article V of the Constitution.
- Divide students into two groups to begin working on the long-term project. Long-term projects will be presented in class.

Wrap-Up (Closure):

Explain the process of Amending the Constitution.

Assessment:

Long-term extension project: Have students create an “Amendment” in groups that they would like to propose to change a school policy or rule. Students should create a class presentation.

Each group will present the project to the class, after all the presentations divide the class into groups and have the students vote whether the amendment should be passed applying the rules of Article V. Students should be divided into groups of two or three that would represent a “state,” although the students will still vote independently on the “Amendment” presented.

- Presentations include oral (narrative of the proposed Amendment, or other creative expressions) and visual presentation. (poster, Power Point, some ideas)
- Visual presentations should include the proposed Amendment, a picture or cartoon explaining their proposal, and creativity.
- Each student within the group should participate in the oral presentation.
- Students should be prepared to argue for their amendment and defend it against responses.

Recommended Grading of the Project: 100 points

1. 25 points for the Visual Presentation, including information necessary to understand amendment, a picture representation for the amendment, and neatness.
2. 25 points for the Oral presentation of the Amendment to the class.
3. 25 points for the group to be able to defend their amendment against arguments against by the class.
4. 25 points for participation in all aspects of the project including presentation creation, presenting, defending, and arguing or questioning of other presentations.
5. 100 points total

Additional Resources:

http://www.archives.gov/exhibits/charters/constitution_transcript.html

<http://www.worldatlas.com/webimage/countrys/namerica/usstates/colonies.htm> (link for map of the 13 colonies)

https://www.superteacherworksheets.com/maps/usa-blank_WMWTD.pdf (link for USA blank map)

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Directions: Read the excerpt Article V of the Constitution and complete the graphic organizer. Include in your graphic organizer the purpose of the Amendment, the methods by which the Constitution can be amended, and the process by which it can be amended.

Article V

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