

Rights? The 14th Amendment

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Grade Level 8
Duration 2 class periods

National Standards

GEOGRAPHY

Element 2: Places and Regions

6. How culture and experience influence people's perceptions of places and regions.

Element 4: Human Systems

13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface

Element 6: The Uses of Geography

17. How to apply geography to interpret the past

AZ Standards

ELA

Reading

Key Ideas and Details

8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure

8.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Arizona Social Science Standards

GEOGRAPHY

Human-environment interactions are essential aspects of human life in all societies.

8G2.2 Evaluate how political, social, and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

8.G3.1 Evaluate the impact of economic, political, and social decisions that have caused conflict or promoted cooperation throughout time.

CIVICS

Civic virtues and democratic principles are key components of the American political system

8.C1.1 Analyze ideas and principles contained in the founding documents of the United States, including the Declaration of Independence and Constitution, and explain how they influence society and political systems. Ideas and principles contained in founding documents include but are not limited to popular sovereignty, consent of the governed, the social contract, limited government, rule of law, separation of powers, checks and balances, federalism, and individual rights

HISTORY

Cycles of conflict and cooperation have shaped relations among people, places, and environments.

8.H2.1 Explain how different beliefs about the government's role in social and economic life have affected political debates and policies in the United States.

Overview

The United States began as a nation of "unequals"--some having more rights than others. However, through the centuries and with some strife, America has incorporated protections for all of its citizens. And while the system is not perfect, the United States is known for its virtue of equal protection of all.

Purpose

In this lesson, students will examine the 14th Amendment, read and evaluate a series of Black Codes, and document how Black Codes violated the 14th Amendment and restricted the rights of African-Americans.

Rights? The Fourteenth Amendment

Materials

- Background Information
- Examining the Fourteenth Amendment
- Interpreting the Amendment
- What Does This Black Code Mean?
- T Chart Assignment
- Student access to computers and internet

Objectives

The student will be able to:

1. Interpret primary sources
2. Analyze Black Codes and the Constitution
3. Create a T chart
4. Support an argument

Procedures

SESSION ONE

1. Introduce the lesson by asking if everyone is equal under the law? If this is an American ideal, was it always true? Distribute or project the Background Information. Read and discuss.
2. Distribute Examining the Fourteen Amendment and Interpreting the Amendment. Read Section 1 of the 14th Amendment and discuss the vocabulary words that might not be familiar to them (abridge, immunity, jurisdiction, deprive, etc.). Then have them put this section into their own words, followed by examples of how rights are restricted, and finally describing why the North might also restrict rights.

SESSION TWO

3. Distribute the What Does This Black Code Mean worksheet. In a paired activity, students will read

actual Black Codes and summarize them into their own words. Students can use a dictionary to determine the meaning of unfamiliar words.

4. Distribute the T-Chart Assignment and explain how they will use online primary source documents to support their arguments. With their partner, the students will create a T Chart describing how 3 of these Black Codes violated the 14th Amendment. Be sure to have students document the source(s) of this information.

Assessment

Students will be assessed on the accuracy and completeness of the worksheets leading up to the last assignment. Mastery will be considered 80% or higher.

The T Chart Assignment will be graded using the 6-Trait Writing Rubric with a focus on Content/Ideas. Mastery will be considered 4 or higher on the rubric.

Extensions

For an extension you could collect images from the civil rights period and using the National Archives analysis worksheets have the students analyze them and how they violate the 14th Amendment.

Sources

<https://racism.org/>

<http://www.jimcrowhistory.org/home.htm>

<http://www.archives.gov/education/lessons/worksheets/>