

14th in Line

Grade Level 11th

Subject Area - US History

Duration (15 minutes for prep) + (6 hours class time)

Key Words: 14th amendment, citizenship rights, due process of law, liberty

SUMMARY: The warm up activity puts students in groups in which they must arrange and prioritize the list of the first fourteen amendments. These amendments will not be labeled, and following their arrangements it is revealed that the fourteenth amendment is the central focus for the activity. The main activity calls for students to read and research about the state of the country when the Fourteenth amendment was created and enacted. Using a pre-writing tool, students write a letter to someone in another country explaining two issues that have led to the development of the fourteenth amendment, what this amendment hopes to resolve, and how they predict others will react to the amendment.

Measurable Objective: Students correctly describe two issues and/or circumstances that led up to the enactment of the Fourteenth amendment by writing a letter to someone in another country during the year 1868.

Facet: Empathize

Materials list:

- Warm Up Sheet
- Letter Tool Sheet
- Device with access to the internet for online resources
- Rubric

Making connections: This activity is centered on the Fourteenth amendment , which grants citizenship rights to those born in the United States, specifically to individuals formerly enslaved, and introduced the ideal of equality by providing “equal protection of the laws”. This activity is relevant to the students and as a part of this unit since it provides students with the tools to reveal how the ideals of equality became embedded into the Constitution to offer legal protection and equal status to U.S. citizens.

Background information: The Fourteenth amendment (1868) is best known as any individual born or naturalized in the United States receives citizenship, which includes equal protection of the laws to ensure the State does not “deprive any person of life, liberty, or property, without due process of law”. As this amendment is focused on protecting the equal rights of citizens, it would be commonly used to address landmark civil rights cases dealing with varying degrees of discrimination. It is vital to provide students with the online resources provided in order to support their research and letter response.

Teacher: Print warm up and letter tool sheets. Read over procedure instructions. Lead students through the warm up activity. After warm up, pass out letter tool sheet.

Procedure

Warm up

- **Teacher:** Print enough copies of the warm up sheet to provide one list per group. Cut the list up, and place the 14 pieces in a bag. Then, lead warm up.
 - Step 1: Place students into groups of four, and hand each group a bag with the cut up warm up sheet.

- Step 2: Direct students to take ten minutes to read all 14 statements, and then to work with their team members to organize the 14 statements into their own list of priorities.
- Step 3: Tell students - *These are all 14 different amendments and rights granted and protected by the Constitution. If they were to be listed in order of importance, how would you list our the 14 amendments? Rank and be prepared to share some of your group decisions.*
- Step 4: Ask for share outs.
 - Possible discussion questions - *Which amendments did you place in your top 3 and why? What key words stood out to you when making your decisions? Which were difficult for your group to decide?*
- Step 5: Then, ask each group to share how they ranked - *All persons born or naturalized in the U.S. [...] are citizens of the U.S. [and no State shall] deprive any person of life, liberty, or property, without due process of law; nor deny to any person [...] the equal protection or the laws.* (which is the 14th Amendment and focus of the activity). Write down/tally their responses on the whiteboard.
- Step 6: Reveal to the class the activity is focused on this amendment, and students reading, researching, and writing about the issues and circumstances that led to the enactment of this amendment.

Activity

- **Teacher:**

- Step 1: Pass out *Letter Tool Sheet* and share the resource links with the students.
- Step 2: Provide research resources for when they are writing a letter. These are also included on the *Letter Tool Sheet*.

Wrap up

- **Teacher:**

- Once students complete writing their letter, have them switch with a partner to proofread their work. Then, have students go to <https://www.futureme.org> to send their letter to themselves at least 1 year in the future. Although the students are not in fact sending this letter to someone in another country (as stated in the prompt), it will serve as a strong reminder to them of the work put forth in this project, as well as reinstate the significance of the Fourteenth amendment as it legally upholds equality of rights for U.S. citizens.

Formative Assessment: Linked and embedded within “Rubric” under Materials list of Activity 2 on the Module 1 webpage.

Extensions / Differentiation

- Ask students to
 - Research for any primary source documents from the year the Fourteenth amendment was proposed and enacted - offering differing perspectives
 - Identify two court cases within the last sixty years that have used the Fourteenth amendment in support of the ruling (most civil rights cases are connected to it)
 - Create a profile of their life in the year 1868 as a former enslaved person
- Additional instructional options:
 - Model navigating the online resources
 - Preview and show video links from PBS website (under resources)
 - Provide sentence frames and starters

Blackline masters: PDF copies of blackline masters and materials are embedded and linked within the “Materials list” of Activity 2 on the Module 1 webpage.

STUDENT WORKSHEET: *this is a copy of the worksheet provided to students*

Name:

Date:

14th in Line - Letter Response

Directions: Describe two issues and/or events that led up to the development of the 14th amendment by writing a letter to someone in another country. Your goal is to share a first person perspective explaining these events through the eyes of an African American living in the US between 1865 - 1868 (the year the 14th amendment was ratified). Your letter must be at least 1 page long (12 pt font, 1 inch margins, single space) and answer each of the questions below thoroughly. Remember, your letter should help the reader (who knows little to nothing about what is going on) gain a clear picture of what is going on in the US during this time period. Use the outline below to guide your writing.

Your letter must include and answer the following questions:

1. **INTRODUCTION:** *Who are you? (think, you haven't spoken to this person in awhile and should reintroduce yourself a little) What has your life been like the last couple of years?*
2. **BODY PARAGRAPH:** *Describe one issue or event that led to the development of the 14th amendment. What happened? How did different groups respond? What are people expecting? What are the concerns from this issues/event?*
3. **BODY PARAGRAPH:** *Describe another issue or event that led to the development of the 14th amendment. What happened? How did different groups respond? What are people expecting? What are the concerns from this issues/event?*
4. **BODY PARAGRAPH:** *Now, describe the 14th amendment? What does it say, and is it intended to do? How do you personally feel about the 14th amendment?*
5. **CONCLUSION** - *Make an inference: What type of impact do you infer the 14th amendment will have on the future? What hopes do you have in regards to the 14th amendment? What changes do you hope to see, and which issues do you anticipate will continue in regards to the 14th amendment?*

Resources and References for this activity:

Due Process Equal Protection and Disenfranchisement. (n.d.). Retrieved April 29, 2018, from <http://www.pbs.org/tpt/constitution-usa-peter-sagal/equality/due-process-equal-protection-and-disenfranchisement/>

Equality and the 14th Amendment. (n.d.). Retrieved April 29, 2018, from <http://www.pbs.org/tpt/constitution-usa-peter-sagal/equality/#.Wvob3RMvvi4>

III, E. M., Spalding, M., & Forte, D. (n.d.). The Heritage Guide to The Constitution. Retrieved April 29, 2018, from <https://www.heritage.org/constitution/#!/constitution#essay-167>

Staff, L. (2017, October 10). 14th Amendment. Retrieved April 29, 2018, from <https://www.law.cornell.edu/constitution/amendmentxiv>

The 14th Amendment of the U.S. Constitution. (n.d.). Retrieved April 29, 2018, from <https://constitutioncenter.org/interactive-constitution/amendments/amendment-xiv/common-interpretation-due-process-clause-of-the-fourteenth-amendment/clause/12>

Outline for your letter:

[DATE]

[DEAR]

[INTRODUCTION PARAGRAPH]

[BODY PARAGRAPH]

[BODY PARAGRAPH]

[BODY PARAGRAPH]

[CONCLUSION PARAGRAPH]

[Sincerely,
YOUR NAME]

References (Resources)

- Due Process Equal Protection and Disenfranchisement. (n.d.). Retrieved April 29, 2018, from <http://www.pbs.org/tpt/constitution-usa-peter-sagal/equality/due-process-equal-protection-and-disenfranchisement/>
- Equality and the 14th Amendment. (n.d.). Retrieved April 29, 2018, from <http://www.pbs.org/tpt/constitution-usa-peter-sagal/equality/#.Wvob3RMvvi4>
- III, E. M., Spalding, M., & Forte, D. (n.d.). The Heritage Guide to The Constitution. Retrieved April 29, 2018, from <https://www.heritage.org/constitution/#!/constitution#essay-167>
- Staff, L. (2017, October 10). 14th Amendment. Retrieved April 29, 2018, from <https://www.law.cornell.edu/constitution/amendmentxiv>
- The 14th Amendment of the U.S. Constitution. (n.d.). Retrieved April 29, 2018, from <https://constitutioncenter.org/interactive-constitution/amendments/amendment-xiv/common-interpretation-due-process-clause-of-the-fourteenth-amendment/clause/12>