

# Northwest History Consortium

## The Constitution and Student Rights

Version 1

**Betsy Gottschalk**

**8<sup>th</sup> Grade**

### **National Standard**

#### **Era 3: Revolution and the New Nation (1754-1820s) / Standard 3**

*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.

### **Washington Standard**

*United States History 1.2.2:* Identify and analyze major issues, people, and events in U.S. history from the Revolution to 1900 including: Revolution, Constitution, and New Nation (1763-1820).

### **Archdiocese of Seattle EALR**

*Civics Grade 8: I:* The student understands and can explain the core values and principles of the U.S. democracy as set forth in foundational documents, including the Declaration of Independence and the Constitution.

## SCENARIO

The Constitution of the United States had the potential to be a document and which served only free, land-owning white adult men. Amendments to the U.S. Constitution have enumerated additional rights under the Constitution for certain groups, adult individuals, and states within the union. You, as young student citizens of the United States, are concerned that your rights are being ignored by the government.

## TASK(S)

Determine an additional amendment to be written into the Constitution which addresses at least one right or freedom which students of your age group are denied, but which you deem to be necessary. Write a missive to the Speaker of the House of Representatives and the President of the Senate of the United States delineating your proposed amendment and the reasoning behind it. Your amendment must abide by state and national laws.

Questions students might ask:

- Do we actually have to read the source material?
- Is there a movie I could watch about it?
- Can't we just have all the freedoms without the responsibilities?
- Why are my parents and the school in my face about my grades? Isn't that my business?
- Can we really write an amendment for kids?

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### RESOURCES

“Constitution of the United States.” 1787. The National Archives. 2009. College Park, MD. 12 July 2009 <<http://www.archives.gov/exhibits/charters/constitution.html>>.

Jefferson, Thomas. “Declaration of Independence.” 1776. The National Archives. 2009. College Park, MD. 12 July 2009 <<http://www.archives.gov/exhibits/charters/declaration.html>>.

Jenner, Block, et al. “Minors’ Rights to Receive Information Under the First Amendment.” 2004. American Library Association. 2009. Chicago, IL. 13 July 2009 <<http://www.ala.org/ala/aboutala/offices/oif/ifissues/issuesrelatedlinks/minorsrights.cfm>>.

MacNeil-Lehrer Productions. “Courting Student Rights.” 2002. Public Broadcasting System. 1995-2009. Arlington, VA. 12 July 2009 <[http://www.pbs.org/newshour/extra/features/july-dec01/sc\\_cases.html](http://www.pbs.org/newshour/extra/features/july-dec01/sc_cases.html)>.

Mount, Steve. “Constitutional Topic: Student Rights.” US Constitution Online. 1995-2009. Williston, VT. 12 July 2009 <<http://www.usconstitution.net/const.html>>.

Whistner, Mary, et al. “Sources of Free Legal Information on Washington State Law: Minors.” 2009. Marian Gould Gallagher Law Library. 2009. University of Washington, Seattle, WA. 12 July 2009 <<http://lib.law.washington.edu/ref/legalinfo.html - minor>>.

### ASSESSMENT

Teacher assessment will be based on observation of students working in groups, a report from the group leader about the group members’ participation following the rubric, and the final product. The teacher will also quiz the students on the need for an amendment, the process of ratifying an amendment, the proper course to suggest an amendment to the Congress, and request for them to assess the teacher’s PBL scenario when they are finished.

### REFERENCES/CITATIONS

“Archdiocese of Seattle Social Studies Curriculum.” 2000. Archdiocese of Seattle. 2009. Seattle, WA. 12 July 2009 <<http://www.seattlearch.org/NR/rdonlyres/DDD21A02-7209-45BF-B26A-FA6187B85EB5/10943/CurriculumSS20021P1.pdf>>.

Gottschalk, Betsy. “The Constitution and Student Rights.” NWESD Organization. 2008. Anacortes, WA 13 July 2009 <[http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/3.3\\_ConstitutionandStudentRights.Gottschalk.8.pdf](http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/3.3_ConstitutionandStudentRights.Gottschalk.8.pdf)>.

“History Standards for Grades 5-12 United States.” UCLA National Center for History in the Schools. 2005. Los Angeles, CA. 21 May 2009 <<http://nchs.ucla.edu/standards/us-standards5>>.

OSPI. “Social Studies Essential Learning Requirements: Recommended Grade-by-Grade Sequence for Grade

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Level Expectations – K-12.” Office of Superintendent of Public Instruction. 2009. Olympia, WA. 5 June 2009 <<http://standards.ospi.k12.wa.us/ComponentListByGrade.aspx?subject=6,GLE&gl=9>>.