Group Presentation for Constitutional Amendments

This is a group project where you will be expected to create a 5-7 minute presentation on your assigned Constitutional Amendment (2nd, 4th, 5th, 6th, 8th or 14th). Your presentation should address the following:

* Describe your assigned amendment in detail.
* Explain in your own words what it means and identify in every day terms the rights it provides to citizens of the United States.
* Explain in detail how this applies to criminal and civil law violations.
* Identify significant Supreme Court Cases that have affected how your assigned Amendment is interpreted and/or how it affects Law Enforcement. This component does not need to be fully developed as we will explore these separately.

You will need to use some type of visual aid to present your information to the rest of the class. This can take the form of Power Point, or similar computer-based format; poster; short play or song; or other type of creative visual format.

As always, all members are expected to contribute both to the research as well as the presentation. Your grade will be based on a combination of teacher graded rubric (see below) and a group feedback form completed by your group members.

Resources to begin your research include:

* <https://constitution.findlaw.com/amendments.html>
* <https://www.loc.gov/>
* <https://www.oyez.org/>

All sources must be cited in a separate document, submitted to Mr. von Trapp and provided to the class.

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| Evaluation Rubric for Amendment Presentation | | | |
|  | 6 points | 8 Points | 10 Points |
| *Organization* ***10 points*** | Audience has difficulty following presentation because student does not present information in coherent manner. | Student presents information in logical sequence which audience can follow. Connection between amendment and law enforcement is made but not explained in detail. | Student presents information in logical, interesting sequence which audience can follow easily. Direct connection between amendment and law enforcement is made |
| *Subject Knowledge* ***10 points*** | Student partially addresses required information, is uncomfortable with information they present and is able to answer only rudimentary questions. | Student addresses most of the information required, is at ease with answers to all questions, but fails to elaborate. | Student addresses all necessary information and demonstrates full knowledge by answering all class questions with explanations and elaboration. |
| *Visual Aid* ***5 points*** | Student included visual aid but did not explain its relationship to the amendment. **3 Points** | Student included one visual aid and effectively explained how it connected to their amendment. **4 points** | Student included a complex or abstract visual aid and fully explained the relationship between the amendment and the visual aid. **5 Points** |
| *Visual Aid Mechanics* ***10 points*** | Presentation has three or more misspellings and/or grammatical errors. Visual aid is not organized and is not neat. | Presentation has no more than two misspellings and/or grammatical errors. Visual aid is mostly neat and organized. | Presentation has no misspellings or grammatical errors. Visual aid is neat and organized, incorporating creative use of technology or art. |