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 hasdifficulty followingpresentation becausestudent does notpresent information incoherent manner. | Student presentsinformation in logicalsequence whichaudience can follow. Connection between amendment and law enforcement is made but not explained in detail. | Student presentsinformation in logical,interesting sequencewhich audience canfollow easily. Direct connection between amendment and law enforcement is made |
| *Subject Knowledge* ***10 points*** | Student partiallyaddresses requiredinformation, isuncomfortable withinformation theypresent and is able toanswer onlyrudimentaryquestions. | Student addressesmost of theinformation required,is at ease withanswers to allquestions, but fails toelaborate. | Student addresses allnecessary informationand demonstrates fullknowledge byanswering all classquestions withexplanations andelaboration. |
| *Visual Aid* ***5 points*** | Student includedvisual aid but did notexplain itsrelationship to theamendment. **3 Points** | Student included onevisual aid andeffectively explainedhow it connected to their amendment. **4 points** | Student included acomplex or abstractvisual aid and fullyexplained therelationship betweenthe amendment andthe visual aid. **5 Points** |
| *Visual Aid Mechanics* ***10 points***  | Presentation has threeor more misspellingsand/or grammaticalerrors. Visual aid is not organized and is not neat. | Presentation has nomore than twomisspellings and/orgrammatical errors. Visual aid is mostly neat and organized. | Presentation has nomisspellings orgrammatical errors. Visual aid is neat and organized, incorporating creative use of technology or art. |