

**Harlan County Public Schools**  
**Non-Traditional Instruction Project**  
**UNITED STATES HISTORY/POLITICAL SCIENCE**  
**2019-2020**  
**Mr. Jon P. Reynolds**

**Introduction:**

With 2019-2020 being the fourth year of the NTI-based learning projects, our next project is titled “Constitutional Defenders”. This project is designed to raise students’ awareness of both landmark amendments and supreme court cases that changed this country’s history forever. In addition, as a history department, we strongly feel as if each of these amendments and court cases will appear on the U.S. History End-of-Course exam, which will help students significantly later on. However, in doing so, we wanted to ensure our students are doing something worthwhile and meaningful that incorporates the philosophy of Project-Based Learning.

Our project for this year will be presented to students in two (2) separate five (5) day sessions. The first five days will be comprised of students completing a series of tasks specifically designed to improve students’ ability to comprehend, analyze, and perhaps, most importantly, reflect on what they are reading. In this section of the NTI project, students will be assigned an assortment of U.S. History Reading Prompts. They must read, reflect, write, and also answer the assigned questions in “journal-esque” fashion concerning that specific reading prompt. This will ensure that students are growing as readers, making connections to what they have read, and also not only answer ACT type questions about the given prompts but also write about and reflect on what they have read. This incorporates a reading project, not merely an assignment.

The second five days will be comprised of a Social Studies EOC-based project in which students will learn about, dissect, and complete a performance task on “five major U.S. Supreme Court cases” that impacted the United States in groundbreaking fashion. For each case, students will research, reflect on, write about, and answer questions about in EOC-type fashion. Throughout the second five NTI Days, students will have a different Supreme Court case to research.

**Standards:**

- 1.** C.2.C-Analyze the efforts to achieve Women’s Suffrage in the Early 20<sup>th</sup> Century.
- 2.** B.3.C-Describe the basic provisions and impact of the 14<sup>th</sup> and 15<sup>th</sup> Amendments to the United States Constitution.
- 3.** E.1.D-Evaluate the social, political, and economic impacts of WWII on the homefront.
- 4.** B.1.I-Interpret the ideas and principles expressed in the U.S. Constitution.
- 5.** C.1.F-Compare and contrast the experiences of African Americans in various U.S. Regions in the late 19<sup>th</sup> Century.
- 6.** E.2.C-Identify the events and influential individuals of the Civil Rights Movement and assess their impact.
- 7.** B.2.B-Identify and evaluate the major events that promoted sectional conflicts and strained national cohesiveness in the Antebellum Period.

## **Activities:**

**NTI Day 1** → Students will use Amendments 13, 19, and 26 of the United States Constitution as primary source documents to read and reflect on how these amendments changed the course of American History, ended suffrage, and how these amendments have impacted the 21<sup>st</sup> Century culture that we live in today. Students will complete the first installment of their journal by analyzing and reflecting on these amendments as well as answering the questions for reflection that will be added with them.

**NTI Day 2** → Students will use Amendment 14 of the United States Constitution as a primary source document to read and reflect on how this amendment changed the course of American History, talking about what groups were impacted the most by this amendment, and how it shaped the 21<sup>st</sup> Century society that we live in today. Students will complete their second entry in their journal today by analyzing and reflecting on the changes made in America through this Amendment as well as answering the questions for reflection that will be added to it.

**NTI Day 3** → Students will use the primary source of Martin Luther King's "I Have a Dream" Speech in both written form and audio form to complete the third entry into their journal for reflection. Today, students will reflect on Martin Luther King, Jr., tell what he stood for and what his true cause was, analyzing his impact on the United States today. Students will be challenged to reflect on the man, his message, and answer the questions for reflection that will be added with the famous speech.

**NTI Day 4** → Students will use the primary source document titled "The Seneca Falls Convention" to read and reflect on how this declaration changed the face of American History. Students will complete their fourth installment of their journal today by analyzing and reflecting on this declaration as well as answering the questions for reflection that will be added with the source.

**NTI Day 5** → Students will use the primary source document of President Woodrow Wilson's "Fourteen Points" to read and reflect on how these points brought an end to wartime in America and how they helped shape not only the United States, but the entire world today. Students will complete their fifth entry into their journal today as well as answer the questions for reflection in doing so.

**NTI Day 6** → Students will use the primary source documents of the Supreme Court case *Marbury v. Madison* to complete their sixth journal entry to read and reflect on the landmark decision in this nation-changing Supreme Court case. Students will be challenged to reflect on and discuss the impact that this decision had on America both then and now, while also answering the questions for reflection in the process.

**NTI Day 7** → Students will use the primary source documents of the Supreme Court case *Plessy v. Ferguson* to complete their seventh journal entry to read and reflect on this landmark decision. Students will be challenged to read and reflect on as well as answer the questions for reflection on this day. Students will be challenged to analyze and evaluate this decision's impact on 21<sup>st</sup> Century America as we know it.

**NTI Day 8** → Students will use the primary source documents of the Supreme Court case *Brown v. Board of Education* to complete their eighth journal entry. Today, students will read and

reflect on the controversial decision in this case, deciding for their own what the court should have done while offering up opposing solutions to this landmark decision. Students will also answer the questions for reflection on this day.

**NTI Day 9**→Students will use the primary source documents of *Korematsu v. United States* to complete their ninth journal entry over this landmark Supreme Court case decision. Students will be given questions for reflection, but will also be challenged to understand the lasting impact of this decision on 21<sup>st</sup> Century America.

**NTI Day 10**→Students will use the primary source documents of *Dred Scott v. Sanford* to complete their tenth and final journal entry. Students will be challenged to not only read and reflect, but also to answer the questions for reflection and demonstrate knowledge and understanding of this landmark Supreme Court case decision.

### **Resources:**

1. **The United States Constitution**  
(<http://www.archives.gov/exhibits/charters/constitution.html> )
2. **The Seneca Falls Convention** (<http://www.historynet.com/seneca-falls-convention> )
3. **Martin Luther King’s “I Have A Dream” Speech**  
(<http://www.americanrhetoric.com/speeches/mlkhaveadream.htm> )
4. **Woodrow Wilson’s “Fourteen Points”**  
(<http://militaryhistory.about.com/od/worldwari/p/World-War-I-The-Fourteen-Points.htm> )
5. *Marbury v. Madison* ([www.streetlaw.org](http://www.streetlaw.org) )
6. *Plessy v. Ferguson* ([www.streetlaw.org](http://www.streetlaw.org))
7. *Brown v. Board of Education* ([www.streetlaw.org](http://www.streetlaw.org))
8. *Korematsu v. United States* ([www.streetlaw.org](http://www.streetlaw.org))
9. *Dred Scott v. Sanford* ([www.streetlaw.org](http://www.streetlaw.org))