



YOUTH ART PROJECT FOR:

# 10th Amendment

## OBJECTIVE

Students will learn about the Tenth Amendment.

Set up/prep time:

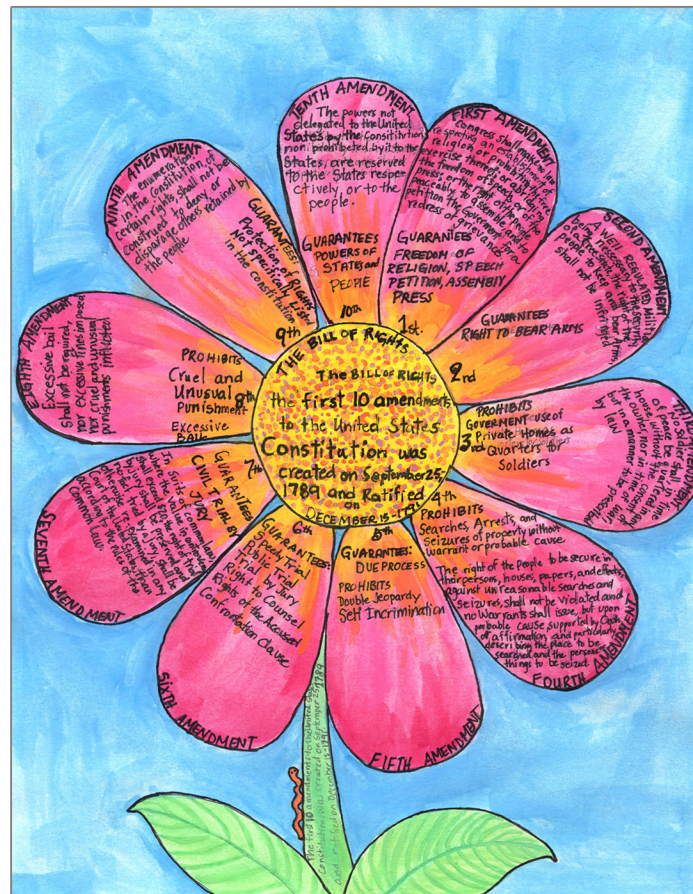
**30 minutes**

Activity Time:

**2-3 hours**

Materials Needed:

**Paper, pencil, eraser, black fine point pen, water colors, paint brushes, container for water, water, and paper towels.**





---

## COMMON CORE STATE STANDARD

---

CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

---

## PRE LESSON ASSESSMENT

---

Do a pre lesson assessment to determine what the students already know concerning the Tenth Amendment.

---

## VOCABULARY

---

Amendment, Power

---

## RELEVANT RESOURCES

---

### Content

[http://en.wikipedia.org/wiki/Tenth\\_Amendment\\_to\\_the\\_United\\_States\\_Constitution](http://en.wikipedia.org/wiki/Tenth_Amendment_to_the_United_States_Constitution)

<http://tenthamendmentcenter.com/about/about-the-tenth-amendment/>

<http://tenthamendmentcenter.com/2013/03/05/a-brief-history-of-the-tenth-amendment/>

### Art

<http://www.magic-mural-factory.com/Pictures/Garden/LA%20Stencil%20works/PetalFlower.gif>

[http://www.youtube.com/watch?v=r\\_H-ioVf81U](http://www.youtube.com/watch?v=r_H-ioVf81U)

<http://www.youtube.com/watch?v=pqz5CTjjYGI>



### Students will engage in:

- Listening
- Speaking
- Reading
- Writing
- Partner Work
- Cooperative Learning
- Whole Group Instruction
- Visuals
- Hands on
- Technology Integration
- A Project
- Centers
- Simulations
- Activities

*"The powers delegated by the proposed Constitution to the federal government are few and defined. Those which are to remain in the State governments are numerous and indefinite. The former will be exercised principally on external objects, as war, peace, negotiation and foreign commerce. ... The powers reserved to the several States will extend to all the objects which in the ordinary course of affairs, concern the lives and liberties, and properties of the people, and the internal order, improvement and prosperity of the State."*

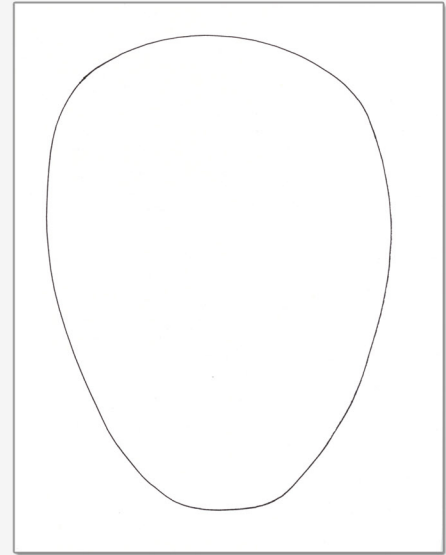
*-James Madison*





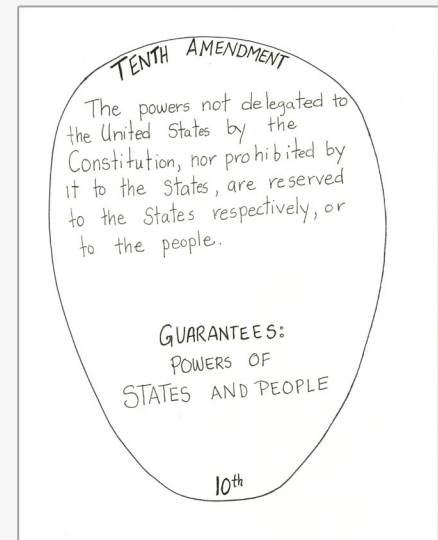
## STEP 1

This lesson is part of an entire unit focused on the Bill of Rights; it's recommended to teach this lesson after the history and importance of the Bill of Rights lesson. All of the art composed in these lessons will be connected in the end. Starting with either a plain piece of paper, butcher paper, or poster board, have the students rough (draw) an outline of a large flower petal. This flower petal will be one of ten and will be connected to the circle done in the first lesson (refer to completed image). Once the students have roughed out an outline of a large flower petal, have them cut out their petal.



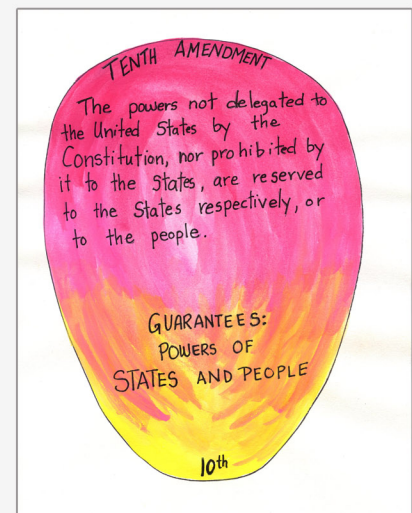
## STEP 2

Have the students use a black fine point pen to take notes in their flower petal about the Tenth Amendment. These notes should include the history of the Tenth Amendment, its importance, and other details the students find important.



## STEP 3

Have the students use water colors to paint their artwork as they desire. If needed, have the students go over their writings again with a black fine point marker so their words can be seen clearly. Have the students share what they have learned about the Tenth Amendment either in front of the class, or in a group, so they can practice their speaking and listening skills. Once they are finished, have the students attach the petal to their circle from the previous Bill of Rights lessons (to continue building their flower).



### POST LESSON ASSESSMENT

Do a post assessment to determine what new knowledge the students have gained.

