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| **Civics** | | | | | | | |
| **Civics Standards:**  SS.7.C.2.5 Distinguish how the Constitution safeguards and limits individual rights.  SS.7.C.3.7 Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.  SS.7.C.3.12 Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines  \*\*SS.7.C.2.6 Simulate the trial process and the role of juries in the administration of justice. | | | | | | **Vocabulary:** Constitution; judicial review; Bill of Rights; First Amendment; Fifth Amendment; Due Process of Law; civil rights; voting rights; amendment process; ex post facto; habeas corpus; precedent; verdict; jury trial; copyright; fair use; plaintiff; defendant | |
| **Monday/Tuesday** | | | **Wednesday/Thursday** | | | **Friday (“A” Day)** | |
| **Essential Question:**  - How are our Constitutional rights limited? | | | **Essential Question:**  - How have court cases impacted our society? | | | **Essential Question:**  - How do jury trials work? | |
| **H.O.T. Questions:**  - What are the rationales for limiting individual rights?  - What is the role of the judicial branch of government in protecting individual rights? | | | **H.O.T. Questions:**  - What court cases have significantly affected society?  - How have these court cases applied constitutional principles and/or rights to their decisions? | | | **H.O.T. Questions:**  - What are the major components and players of a jury trial?  - How do juries evaluate arguments to decide a verdict? | |
| **Bell Ringer:**  - Review as a class for Amendments quiz. | | | **Bell Ringer:**  - Display image of Miranda Rights on the board. Students will answer the following questions:   1. Have you heard or seen this before? If so, when and what was the situation? 2. Is it important for people to be informed of these rights? Why or why not? 3. Which amendments are reflected in this warning? 4. Are Supreme Court decisions important? Why or why not? | | | **Bell Ringer:**  - What do you think it means to copyright something? What kinds of things can be copyrighted? What might it look like if someone took someone else to court for a copyright violation? | |
| **Learner Outcome:**  Students will analyze the reasons for why individual rights are limited for the good of society. They will also apply this concept to example cases in order to connect the judicial branch to the protection of these rights. | | | **Learner Outcome:**  Students will evaluate how several Supreme Court cases have had an impact on society. They will also connect these cases to constitutional principles and individual rights covered in previous lessons. | | | **Learner Outcome:**  Students will analyze the process of a trial by a jury and discover the key components and individuals involved in a jury trial. They will also apply real laws to the evidence presented in a jury trial in order to reach a verdict. | |
| **Whole Group:**  - We will begin class with a quick review of the amendments covered in the previous lessons.  - Students will take the Amendments quiz, where they will be asked to match the description of a constitutional amendment to the correct amendment number. This quiz will be taken directly from their review sheet, so they will have seen all of this information multiple times before.  - After grading the quiz together as a class, any students who wish to perform their song/rap/poem from the homework assignment (which asked them to create their own song about the Constitutional Amendment process) will be given the opportunity to do so. They will be rewarded with extra credit.  - Distribute individual rights packet to students.  - We will go through the packet together as a class, with the teacher pausing to allow students to fill out each section. Sections include asking students to think about and list limits to their 1st Amendment rights, putting the concepts of habeas corpus, ex post facto laws, and a balancing test into their own words, and evaluating scenarios which have placed limits on our rights to see how the common good might be endangered by these cases.  - The final page of the packet will contain several FSA-style questions as practice for students.  - Distribute iCIvics “I Have Rights” worksheet to reinforce lesson; this may be started in class in students have time, but it will be collected the following class as homework.  - While students work on their packets toward the end of class, the teacher will begin data chats with students regarding their performance on the midyear benchmark exam. Students will be called up individually.    **Evidence Based Writing: Delineate and evaluate the specific argument in a text and cite evidence.**  Below is a statement from Chief Justice John Roberts:  “…students do not shed their First Amendment  rights at the school house gate.”  *Source: Morse v. Frederick (2007)*  Why is this statement significant? How does this reflect a balancing test imposed by the courts on the freedoms and rights that we enjoy? | | | **Whole Group:**  - We will begin class by discussing their answers to the Bell Ringer questions and by debating the final question – Why are Supreme Court decisions important?  - Introduce first project of the 3rd quarter and distribute the rubric for the Court Case project. Students will be assigned a court case that they will have to research and create a poster or PowerPoint for to present to the class. This project will be due Tuesday/Wednesday of the following week, giving them an entire week to work on it. They will be allowed to work in pairs.  - The cases that students may choose from include:  • Marbury v. Madison  • Plessy v. Ferguson  • Brown v. Board of Education  • Gideon v. Wainwright  • Miranda v. Arizona  • In re Gault  • Tinker v. Des Moines  • Hazelwood v. Kuhlmeier  • United States v. Nixon  • Bush v. Gore  - As a class, we will read through a sample case, District of Columbia v. Heller. In groups, students will discuss the issues, facts, decisions, constitutional issues and/or individual rights addressed by the case, and the significance of the case. Students will work together to fill out a chart which will organize and categorize this information for them, including having them draw a picture which represents this case.  - After allowing about 20 minutes for students to do this in groups, we will come back together as a class to go over what they came up with in their charts.  - The teacher will explain to students that this court case is a model for what they need to do with their own court case in their projects.  - Pass out tablets to students and allow the final 30 minutes of class for students to work with their partner on their own court cases. They should use the time to research their case, to determine the facts, issues, decisions, and significance of the case, and how they wish to present this to the class. They will need to work on their poster or PowerPoint at home, but they should be able to research their case in class.  - While students work on their projects, the teacher will finish data chats with students regarding their performance on the midyear benchmark exam.  **Evidence Based Writing: What are the important features or characteristic of ...? Use evidence to support your answer.**  What is the significance of District of Columbia vs. Heller? How did this court case impact American society by limiting constitutional principles or individual rights? Use evidence from the primary source case to support your answer. | | | **Whole Group:**  - Before class, rearrange classroom desks and chairs to resemble to layout of a courtroom.  - Begin class by discussing student responses to the bell ringer questions.  - Show “James Bond in a Honda del Sol” advertisement to the class: <https://www.youtube.com/watch?v=gqa-b3assCA> (~1 minute long). Ask students to apply our discussion of copyright to this ad – do they think that copyright has been violated here?  - Assign courtroom roles to various student volunteers, and distribute the iCivics “James Bond in a Honda?” trial transcript to these students. They will read their parts out loud to the class and re-enact the trial. Those who do not have parts are expected to silently listen or else they will be held “in contempt of court” and be given behavior notifications.  - After we have acted out the various testimony and arguments, the entire class will be given instructions as a jury. They will be asked to (in groups) deliberate and reach their verdict. Each group will be given “evidence note cards” containing evidence from the trial. They will be asked to place the evidence into two piles: one showing that Honda DID copy James Bond, and the other showing that Honda DID NOT copy James Bond. Each group will also receive a handout asking them questions about the “fair use” of the idea of James Bond in an advertisement. Students will complete this activity and reach their verdict.  **Evidence Based Writing: Take a position on... cite evidence that supports your logical thinking.**  Exit Ticket: Was Honda guilty of copying the idea of James Bond in its Honda commercial? Why or why not? Make sure to provide evidence to support your conclusion. | |
| **Assessment:**  - The quiz will allow the teacher to evaluate student learning and comprehension of the previous two lessons, with the opportunity for re-teaching concepts that the class has missed. The “individual rights” packet will be collected and graded as classwork. | | | **Assessment:**  - The Bell Ringer will be collected, and the court case chart for District of Columbia vs. Heller will be checked by the teacher to ensure that students are working and completing their classwork. These combined will become a classwork grade. The teacher will also walk around the room to assist students with their projects by answering any questions that they might have and by seeing if students are struggling with any concepts, allowing for re-teaching and clarification, if necessary. | | | **Assessment:**  - The Bell Ringer, Exit Ticket, and group handouts from the trial will be collected and graded as classwork. The teacher will circulate from group to group during jury deliberations to guide students in their discussion of the court case, ensuring that students understand the ideas of the lesson and re-teaching/explaining anything that they do not understand. | |
| **Home Learning:**  - Complete iCivics “I Have Rights” worksheet. | | | **Home Learning:**  - Work on Court Case project. | | | **Home Learning:**  - Finish Court Case project. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | | **ESE/504 Strategies** | **Student Name** | | **Gifted Strategies** |
| P1 – BC; ER | Graphic Organizers | P1 – SA-K; KB-K; JG-V/F/G; WG-504; DS-504 | | Preferential seating with proximity control  Emphasize content rather than spelling in writing communication | P1 - | | Choose an item. |
| P2 – YM | Graphic Organizers | P2 – JD-K; AD-V; IM-P/K/G; MR-K; SH-504 | | Preferential seating with proximity control  Emphasize content rather than spelling in writing communication | P2 - FV | | Research and Independent Study |
| P4 – DM; OP | Graphic Organizers | P4 – GD-K; AT-K; OW-504 | | Preferential seating with proximity control  Emphasize content rather than spelling in writing communication | P4 - | | Choose an item. |
| P5 – AR; EG | Bilingual Dictionaries  Graphic Organizers | P5 – IH-K; GA-504 | | Emphasize content rather than spelling in writing communication | P5 - | | Choose an item. |
| P6 – FB | Graphic Organizers | P6 – GN-504 | | Emphasize content rather than spelling in writing communication | P6 – BK | | Research and Independent Study |
| P7 – PA; ES | Graphic Organizers | P7 – RC-K; TM-P; ES-K; DM-504; NM-504; AM-504 | | Preferential seating with proximity control  Emphasize content rather than spelling in writing communication | P7 - | | Choose an item. |
| P8 AP; MU; KS; CS | Bilingual Dictionaries  Graphic Organizers | P8 – AC-504 | | Emphasize content rather than spelling in writing communication | P8 – DA | | Research and Independent Study |