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| **Civics** | | | | | | | |
| **Civics Standards:**  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 Moin  \*\*SS.7.C.2.6 Simulate the trial process and the role of juries in the administration of justice.  SS.7.C.3.6 Evaluate Constitutional rights and their impact on individuals and society. | | | | | | **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; Marbury v. Madison; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; Tinker v. Des Moines; United States v. Nixon; Bush v. Gore | |
| **Monday/Tuesday** | | | **Wednesday/Thursday** | | | **Friday (“A” Day)** | |
| **Essential Question:**  - How have court cases impacted our society? | | | **Essential Question:**  - How do jury trials work? | | | **Essential Question:**  - How can I succeed on the Courts and Amendments test? | |
| **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? | | | **H.O.T. Questions:**  - How do courts function?  - How have Amendments expanded rights to various groups?  - How have Supreme Court cases protected and limited our rights? | |
| **Bell Ringer:**  Students will answer an FSA-style review question displayed on the board about the previous lesson:  During World War I, a Socialist Party member distributed pamphlets stating: “The Socialist Party says that officers of the law violate the United States Constitution, the Supreme Law of the Land, when they refuse to recognize your right to assert your opposition to the draft.” The Socialist Party member was arrested and convicted for distributing these pamphlets. The Socialist Party member appealed his arrest and conviction to the U.S. Supreme Court which upheld the government’s actions.  What long term precedent was established by this U.S. Supreme Court decision?  A. First Amendment rights are protected, but not unlimited.  B. Tenth Amendment rights are protected, but not unlimited  C. Selective Service is constitutional  D. Party membership is constitutional | | | **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? | | | **Bell Ringer:**  Students will review their constitutional rights protected by Amendments by watching a short YouTube video (“I Got Suspended Because of My Hair” -- <https://www.youtube.com/watch?v=HAG70aNQk4k>) and answering several questions:   * Why did the girl with the pink hair get suspended? * What rights did she claim were violated? * How does this demonstrate the concept of an ex post facto law? | |
| **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. | | | **Learner Outcome:**  Students will review their knowledge of the previous unit, using class discussion and centers to correct any areas of understanding that are not complete. | |
| **Whole Group:**  - We will begin class by discussing the FSA-style questions from the Bell Ringer.  - Students will then continue working on their Supreme Court Case mini-projects that they began on Wednesday/Thursday in class. They should have already finished the front side of their charts in the previous class covering the first three court cases on their list:   * Marbury v. Madison * Plessy v. Ferguson * Brown v. Board of Education   - Students will finish working on the remaining court cases in class:   * Gideon v. Wainwright * Miranda v. Arizona * Tinker v. Des Moines * United States v. Nixon * Bush v. Gore   *-* ***P6****: The advanced class will also be responsible for learning:*   * *Hazelwood v. Kuhlmeier* * *In re Gault* * *District of Columbia v. Heller*   - For each case, students will need to look up and research the case (in the reference section of their textbook, or for *P6 (the advanced class) at* [*www.oyez.org*](http://www.oyez.org) *on the Android tablets*. They will fill out their charts with several important background facts of the case, with the decision of the court, and with its significance – why the court’s decision was important and how it has impacted society.  - While students work together with their groups, the teacher will circulate around the room and work with students who need help with understanding the sometimes difficult language used to describe each court case or with the background information of the case.  - Any students who finish ahead of time will be given time to begin the homework assignment in class.  **Evidence Based Writing: What are the important features or characteristic of ...? Use evidence to support your answer.**  What is the significance of Miranda v. Arizona? 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. | | | **Whole Group:**  - At the beginning of class, distribute a paper copy of the study guide that students should already have seen online on Remind and on the class Dropbox site ([www.tinyurl.com/epacivics](http://www.tinyurl.com/epacivics)). Students will use this to help complete the bell ringer.  - The class will be set up in centers, with each center labeled with a theme/topic from the unit:   1. Organization of Courts & Laws 2. Constitutional Amendments 3. Changing the Constitution 4. Supreme Court Cases   - Each center will contain two tablets pre-loaded with key questions about that particular theme/topic. Questions will vary from simple recall questions to FSA-style explanation questions. Students will receive a handout that they will fill out at each center with their answers to the questions, the evidence that they cite for their answers, and their explanations of why those answers are correct. Students may work together in their groups to answer these questions, and they may use their notes to help them.  - Students will move from center to center at given times; if they want to spend more time at a particular center to work on a topic on which they need extra help, they will be allowed to do so.  - The teacher will rotate from center to center around the room in order to answer questions from students and to work with each group whenever they need help.  - We will devote the final 10-15 minutes of class to playing a Kahoot review game that covers and reinforces these key concepts and ideas that will be on the test.  **Evidence Based Writing: Cite specific evidence when writing or speaking to support conclusions drawn from text.**  How do the courts help to protect our rights? Give specific examples from the readings/notes to support your answer. | |
| **Assessment:**  - The Supreme Court Case mini-project will be collected and graded as a project grade, as students had two class periods to work on this longer assignment. The teacher will walk around the classroom to assist students, which will allow for re-teaching and clarification on anything that students do not understand. | | | **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. | | | **Assessment:**  - The teacher will move around from center to center to monitor groups and to observe what material students grasp and what they struggle with. This will also give the teacher an opportunity to work individually with small groups to correct deficiencies in knowledge. Student worksheets from their centers will be periodically checked to ensure that students are participating and staying on task. | |
| **Home Learning:**  - Complete Supreme Court Case Instagram:   * Which of the Supreme Court cases you learned about do you think was most important toward protecting rights? Why or why not? Write at least three sentences to explain your answer. * Draw a picture either reflecting the decision of the case or how it impacted society. | | | **Home Learning:**  - Study for test on courts and amendments. | | | **Home Learning:**  - Study for test on courts and amendments.  - Play Kahoot review game. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | | **ESE/504 Strategies** | **Student Name** | | **Gifted Strategies** |
| P1 – BC; ER | Role Playing | P1 – SA-K; KB-K; JG-V/F/G; WG-504; DS-504 | | Allow opportunities for movement during extended or stressful activities  Provide positive reinforcement for following rules or directions | P1 - | | Choose an item. |
| P2 – YM | Role Playing | P2 – JD-K; AD-V; IM-P/K/G; MR-K; SH-504 | | Break long assignments into small, sequential steps  Provide positive reinforcement for following rules or directions | P2 - FV | | Research and Independent Study |
| P4 – DM; OP | Role Playing | P4 – GD-K; AT-K; OW-504 | | Allow opportunities for movement during extended or stressful activities  Provide positive reinforcement for following rules or directions | P4 - | | Choose an item. |
| P5 – AR; EG | Role Playing | P5 – IH-K; GA-504 | | Provide positive reinforcement for following rules or directions | P5 - | | Choose an item. |
| P6 – FB | Role Playing | P6 – GN-504 | | Provide positive reinforcement for following rules or directions | P6 – BK | | Research and Independent Study |
| P7 – PA; ES | Role Playing | P7 – RC-K; TM-P; ES-K; DM-504; NM-504; AM-504 | | Allow opportunities for movement during extended or stressful activities  Provide positive reinforcement for following rules or directions | P7 - | | Choose an item. |
| P8 AP; MU; KS; CS | Role Playing | P8 – AC-504 | | Provide positive reinforcement for following rules or directions | P8 – DA | | Research and Independent Study |