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| **Advanced Civics** | | | | | |
| **Social Studies Standards:**  SS.7.C.2.4 Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.  SS.7.C.2.5 Distinguish how the Constitution safeguards and limits individual rights.  SS.7.C.3.5 Explain the Constitutional amendment process.  SS.7.C.3.6 Evaluate Constitutional rights and their impact on individuals and society.  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 | | | | **Vocabulary:**  civil rights; voting rights; Individual rights, appellate process, ex post facto, habeas corpus, independent judiciary, precedent, privacy, summary judgement, public interest, libel, slander, judicial branch; Article 5; amendment process | |
| **Tuesday** | | **Thursday** | |  | |
| **Essential Question:**  - How does the Constitution protect and limit rights? | | **Essential Question:**  - How can the Constitution be changed? | |  | |
| **H.O.T. Questions:**  - Why can individual rights be limited in certain ways?  - How does the judicial branch of government help to protect our individual rights? | | **H.O.T. Questions:**  - How are amendments proposed and ratified?  - Why is it important that we have a formal amendment process? | |  | |
| **Bell Ringer:**  - What might happen in a world where you had unlimited rights?  - What do you think might be some limits on the rights that you have?  - What would you like to learn about how your rights can be limited and how they are protected? | | **Bell Ringer:**  - Play Kahoot to review for Amendments quiz | |  | |
| **Learner Outcome:**  Students will analyze the reasons for why individual rights can be limited to protect the rights of others and for the good of society. They will also apply this to sample cases in order to connect the judicial branch to the protection of these rights. | | **Learner Outcome:**  Students will analyze the process of amending the Constitution. They will also evaluate the need for such as formal and difficult process, as envisioned by the Founding Fathers. | |  | |
| **Whole Group:**  - Begin class by discussing the modified KWL question in the Bell Ringer. Focus on what students would like to learn as a preview of today’s content, and refer back to this throughout the class.  - Post a “Limiting Rights” note-taking guide on Teams for the class. Direct students to go to the assignments tab and to open the Word document there. They will type notes into the Word doc as the teacher displays a PowerPoint on the screen that first discusses the different ways in which rights are protected, focusing on how the judicial branch can work to protect our rights, as well as the concepts of habeas corpus and ex-post facto laws. Have students complete this section of their guided notes by answering the question in the Evidence Based Writing section; give students about 3-4 minutes to type up an answer, and then discuss it with the class.  - Then play a short video clip on the limits to your rights: <https://www.youtube.com/watch?v=rNpmC8iuVTA>.  - Ask students what limits exist to your freedom of speech. Why do they think it might be important to have limits on their rights?  Review some of the rights that we’ve learned about in the previous week, especially those that affect them daily.  - Go to the second part of the note-taking guide and have students take notes on the concepts of why/how rights may be limited in order to protect the rights of other individuals, as well as the common good. Offer a few examples, asking the class why rights may be limited in those situations.  - Then divide the class into groups (physical groups in-person and Breakout Rooms for those online). Tell each group that they will receive several scenarios that show events that happen; they should work together in their groups to evaluate these scenarios and to determine how someone’s rights might be limited or protected in them. Included in these scenarios will be condensed versions of real court cases, including *Tinker v. Des Moines* and *Hazelwood v. Kuhlmeier*. Give students about 20 minutes in their groups to read through the scenarios and answer the questions.  - Get back together as a class and go over the scenarios with the class. Call on volunteers from each group to share their answers with the class, and discuss them with the students.  - If time allows, give students the choice of how to end class. They may either type up their own scenario of a way in which someone’s rights could be limited or protected by the courts, offering an explanation for why, OR they may use the online meme generator at <https://imgflip.com/memetemplates> to make a meme about one of the ways in which their rights may be limited or protected that they learned about today. They will copy and paste their meme into the “Memes and Images” channel on Teams, along with a one sentence explanation of how it relates to the lesson (using at least one of our key terms of the day). If we run out of time in class to do this, students may complete this lesson close activity for homework and extra credit.  **Evidence Based Writing: Delineate and evaluate the specific argument in a text. Cite evidence to support your answer.**    Below is a statement from Chief Justice John Roberts (2007):  “…students do not shed their First Amendment  rights at the school house gate.”  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:**  - Begin class with a review Kahoot about the amendments that we learned about and reviewed last week. This should take about 15 minutes.  - Then direct students to the quiz on the amendments on Microsoft Forms. Give students no more than 15-20 minutes to complete this. Forms will grade the quizzes for the students and provide immediate feedback after they have submitted their quizzes.  - Tell the class that we’ve been learning about the amendments, and so now we need to learn the process of how to amend, or change, the Constitution.  - Direct students to the assignment on Microsoft Teams, which will have a PDF of our textbook (p. 99-102) and a matching Word document with several questions.  - Play video clip: “How Do We Amend?”: <https://www.youtube.com/watch?v=c_wbxHmSQKc>  - Students will fill out Part A of the Word doc based on questions asked about the video clip. We will discuss these as a class.  - Then read together with the students pg. 99-102 in the textbook. Pause during the reading to discuss with students the amendment process, why the need for change is important, and how the Founding Fathers envisioned dealing with change. Ask “reading check” questions of random students after each section.  - Release students to work on answering the questions found on pg. 102 at the end of the section. They should do #1-3.  - As extra credit, students will be allowed to create a song/rap that will be used by other middle schoolers to explain the Constitutional Amendment process. In this song/rap, they must:   * Identify the correct sequence of the amendment process * AND use the correct vocabulary used in the process.   This will count as an extra credit classwork grade, and will replace a missing assignment that they might have.  **Evidence Based Writing: Why and how did [...] happen? Use evidence to support your answer.**    Why did the Founding Fathers create an amendment process that was difficult to complete? Why might they have wanted future generations to be able to change the Constitution, but to not be able to do so easily? Use evidence from our lesson to support your answer. | |  | |
| **Assessment:**  - The guided notes, group scenarios, and memes will count toward a classwork grade and will serve as an assessment of how well students have paid attention and understood the concepts of the lesson. | | **Assessment:**  - The quiz will assess what students have learned and retained about the Amendments. The reading questions will be graded as classwork and will assess what students have learned about the amendment process. The extra credit opportunity will allow students a creative way to express what they have learned, with the possibility of recording any song or rap that is of excellent quality for students to use as a study aid for the EOC. | |  | |
| **Home Learning:**  - Finish memes/classwork assignment.  - Study for amendments quiz. | | **Home Learning:**  - Finish classwork assignment.  - Work on extra credit opportunity. | |  | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P7 – KD-3; SD-4; JG-4 | Focus on Key Words  Small Groups | P7 – JG-504 | Provide positive reinforcement for following rules or directions  Highlight key words in lessons | P7 – LA; AC; DC; TF | Open-Ended Tasks |