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| **Civics** | | | | | |
| **Social Studies Standards:**  SS.7.C.2.5 Distinguish how the Constitution safeguards and limits individual rights.  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; Supreme Court; judicial review; opinion; dissent.; 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; Hazelwood v. Kuhlmeier; District of Columbia v. Heller | |
| **Tuesday (“B” Day)** | | **Wednesday/Thursday** | | **Friday (“A” Day)** | |
| **Essential Question:**  - How does the judicial branch help to protect rights? | | **Essential Question:**  - How have court cases impacted our society? | | **Essential Question:**  - How have court cases impacted our society? | |
| **H.O.T. Questions:**  - How did *Marbury v. Madison* contribute to the development of judicial review?  - How has the Supreme Court decided other cases to strengthen civil rights in society? | | **H.O.T. Questions:**  - How has *Miranda v. Arizona* helped to protect the rights of those accused of crimes?  - How did *Marbury v. Madison* serve as an important precedent for the Supreme Court? | | **H.O.T. Questions:**  - How have these court cases applied constitutional principles to their decisions?  - How have these landmark court cases limited or expanded rights because of their decisions? | |
| **Bell Ringer:**  Display review EOC-style questions about last week’s lessons on amending the Constitution and limits to rights. Students will answer the questions on Microsoft Forms, and then we will discuss their answers. | | **Bell Ringer:**  - Display an image of Miranda Rights on the screen. 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:**  - EOC-style review questions about the levels of courts and types of laws. | |
| **Learner Outcome:**  Students will analyze the importance of judicial review in the federal legal system and connect *Marbury v. Madison* to its development. They will also evaluate how Supreme Court decisions in cases like *Brown v. Board of Education* and *Miranda v. Arizona* have strengthened civil rights. | | **Learner Outcome:**  Students will evaluate how *Miranda v. Arizona* has protected the rights of those accused of crimes. They will review *Marbury v. Madison* and evaluate how the case served as a precedent toward expanding the power of the court in terms of judicial review. They will also begin to apply the ideas of constitutional principles and rights to their own assigned court cases. | | **Learner Outcome:**  Students will connect several Supreme Court cases to important constitutional principles and evaluate how they have impacted our society. They will also analyze these landmark cases to determine how the courts have either limited or expanded rights based on their decisions. | |
| **Whole Group:**  - Discuss the Bell Ringer questions, going over the correct answers and explaining the answer choices. Make sure to remind students of the role that the courts play in protecting the rights of citizens.  - One of the ways in which the judicial branch can protect rights is by striking down laws or actions that are unconstitutional – the power of judicial review! Tell students that judicial review is one of the key powers that the court system has, specifically the Supreme Court, and that they will be learning more about the Supreme Court and its job today.  - Display a review PowerPoint to go over the levels of the courts and the concept of jurisdiction.  - Then post a graphic organizer on Teams that will guide student reading on the Supreme Court and judicial review. Have students access the PDF of their textbook (p. 189-192), and begin to read it with them. Ask for student volunteers to read each paragraph, pausing to discuss the important concepts, to ask questions of students to ensure that they are paying attention, and to give students time to answer the questions found in their graphic organizer, which corresponds to the reading and goes in order based on the order of the reading.  - After modeling the first few questions for students and reading the first few paragraphs with the class, release them to complete the reading and their graphic organizer on their own. At the end of their Word document will be a series of additional questions that ask them to tie together everything that they have read.  **Evidence Based Writing: Summarize the key points discussed in the text. Why are these key points important?**  How did the decisions of the Supreme Court in *Brown* and *Miranda* help to protect civil rights? What groups had their rights protected, and what rights were protected or expanded by the courts? | | **Whole Group:**  - As students finish up the Bell Ringer, tell them that they will be working on a project in class today and next time.  - Discuss the Bell Ringer image and student answers, calling on students to offer their responses. Spend some time discussing their responses, particularly the final question: Why are Supreme Court decisions important?  - Review with students the key concepts of precedent and judicial review. Emphasize to the class that the judicial branch interprets the law by looking at the Constitution and reviewing how previous cases have been decided in order to help them to decide the new cases that are in front of them. Also emphasize that the judicial branch, specifically the Supreme Court, is often responsible to establishing precedent and protecting many of our rights by making rulings and declaring laws and actions to be unconstitutional.  - Direct students to a sign-up sheet on Teams, where they will be able to sign up for the case that they want. The cases that students may choose from include:  • 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  • District of Columbia v. Heller  - Post the instructions and rubric for the Court Case project. Students will research their case, using the PDF posted that contains summaries of all the cases. They may also use any online resources that they would like to use. They will first fill out a chart provided to them about their case. These charts will ask them the basic details about the case, such as the date and to describe both sides of the case. They will need to answer the “who, what, when, where” questions that are essential to any kind of primary source, as well as providing the main argument provided by both sides. And, most importantly, they will need to discuss the court’s decision in the case, why it was important to society, and how it served to either protect or limit the rights of individuals or groups.  - Model this process for students by discussing the one case the class has already learned: *Marbury v. Madison*. Complete a version of this chart with the class regarding *Marbury* to give students an idea of what is expected of them, then release them to work on their own cases.  - For their case, students will also construct a visual representation of it. They may create a newsletter/newspaper page with headlines and an image that describe the case and its importance, a poster that does the same, or a digital PowerPoint with several slides and pictures of the case.  - Allow students to work on their projects for the remainder of class. The teacher will assist any students who need help with their cases.  - Students should complete the research step in class and begin to work on the visual part of their projects. They will continue in the following class.  **Evidence Based Writing: Write about a historical picture. Reference information obtained by reading or that is evident in an analysis of the picture.**    What is the importance of the Miranda warning picture displayed on the screen? What amendments are reflected in this image? | | **Whole Group:**  - Recap our projects from last class. Students should have completed or be completing the written part of the project. Go over again the expectations for students, especially about the poster/newspaper cover/PowerPoint visual representation.  - Then release students to continue working on their projects. Continue to work with students and groups that need assistance with their cases. Students should complete their projects in class. Gauge how fast students are working, and decide whether to move forward this class period or to allow them the rest of the class period to complete their projects.  - Once students finish their projects, have them turn in the projects and post the visual representation of their court case to a special “Projects” channel created on the Teams page.  - Once the majority of projects have been completed, we will devote classtime to a virtual “gallery walk” where students will browse through the Projects channel, looking through the various court case projects. They will be given a chart containing the title of each case and a page with descriptions of the cases and their importance. They will use the information they have learned from their gallery walk and observation of their classmates projects to match the title of each case to its correct description. This will become a court case study guide for students.  - If students struggle to finish the project in time, the gallery walk part of the project may be pushed back to the following class.  **Evidence Based Writing: What are the important features or characteristics of [...]? Use evidence to support your answer.**    What is the significance of your Supreme Court case? How did this court case impact American society by applying constitutional principles or limiting/protecting individual rights? Use evidence from your reading and research to support your response. | |
| **Assessment:**  - The bell ringer will measure what students have already learned about the judicial branch in a low-stakes way. The graphic organizer and follow-up questions will allow the teacher to ensure that students are completing the assigned reading and learning key concepts about the Supreme Court and the idea of judicial review. This assignment will be collected and graded as classwork. | | **Assessment:**  - The preliminary work on the projects will serve as an informal assessment of how well students have learned the concepts of rights and courts from the previous lessons, as well as the new material that they are learning about their assigned court cases. The projects will be completed in the next class and will serve as a project grade for students. | | **Assessment:**  - The project planning sheet and visual representations will each serve as a project grade for students and will show how well they have understood the importance of their chosen Supreme Court cases. They landmark case chart will be turned in for a classwork grade but also used by students as a study guide. | |
| **Home Learning:**  - Finish classwork assignment. | | **Home Learning:**  - None. | | **Home Learning:**  - Finish project (if we did not finish them in class). | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P1 – AC-3; AH-3; JH-3; JP-4; SS-1; ES-4; VV-4 | Picture Walks  Graphic Organizers | P1 – AC-K; JD-F; JH-V;  EM-504; MP-G; AS-K/G;  JS-K; ES-F; MS-V/G | Cue expected behaviors & ignore behaviors which are not seriously disruptive  Break long assignments into small, sequential steps |  | Choose an item. |
| P2 – CB-4; SC-4; MR-1; SV-4 | Picture Walks  Graphic Organizers | P2 – CB-K/F; CT-504; JV-504; NW-K | Cue expected behaviors & ignore behaviors which are not seriously disruptive  Break long assignments into small, sequential steps |  | Choose an item. |
| P5 – AE-4; CM-4; DR-4; JT-3; LY-3 | Picture Walks  Graphic Organizers | P5 – AA-V; NA-V; GB-F;  AE-K; GH-504; CK-504;  CM-K; JR-V | Cue expected behaviors & ignore behaviors which are not seriously disruptive  Break long assignments into small, sequential steps |  | Choose an item. |
| P8 – DB-3; CR-4; GR-4 | Picture Walks  Graphic Organizers | P8 – EF-V/K; YP-K | Cue expected behaviors & ignore behaviors which are not seriously disruptive  Break long assignments into small, sequential steps | P8 - SB | Research and Independent Study |