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| **Law Studies** | | | | | |
| **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.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  LAFS.68.RH.1.1 Cite specific textual evidence to support analysis of primary and secondary sources. | | | | **Vocabulary:**  Civics; Law; Government; Rule of Law; Constitution; Rights; Bill of Rights; Article I; Article II; Article III; Legislative; Executive; Judiciary; Tinker v. Des Moines; symbolic speech; freedom of speech; 1st Amendment | |
| **Tuesday** | | **Thursday** | |  | |
| **Essential Question:**  - Where do laws come from? | | **Essential Question:**  - What kinds of expression are protected under the Constitution? | |  | |
| **H.O.T. Questions:**  - How does the Constitution function as the “Supreme Law of the Land?”  - How is the Constitution structured to be the basis of all law in the United States? | | **H.O.T. Questions:**  - How does the 1st Amendment protect freedom of speech?  - How can the government limit our freedom of expression? | |  | |
| **Bell Ringer:**  1) What do you think the “Supreme Law of the Land” means?  2) What do you think that this term refers to? | | **Bell Ringer:**  Do you think school uniforms should be legally allowed under the Constitution? Why or why not? | |  | |
| **Learner Outcome:**  Students will analyze how the Constitution functions as the basis of all law in the United States. They will also evaluate how the structure of the Constitution allows for laws to be passed and freedoms to be protected. | | **Learner Outcome:**  Students will evaluate the limits and protections toward freedom of expression in the 1st Amendment. They will apply them to *Tinker v. Des Moines* and to the idea of school uniforms. | |  | |
| **Whole Group:**  - Students will type their Bell Ringer into a shared document titled “Bell Ringer [date]” as the teacher takes attendance.  - Once students finish, the teacher will share his screen and read through the answers, discussing what students have written.  - Spend some time reviewing the activity from the previous class about the Rule of Law vs. the Rule of Man. Also go through some of the student responses to the following questions, praising groups for their correct answers:  (1) What are laws?  (2) How are rules and laws different?  (3) What is the rule of law?  (4) What would happen if the United States did not have the rule of law under the Constitution? Try to think of some specific examples based on our discussion.  - Show a series of PowerPoint slides to the students that emphasizes the importance of the Constitution to both law and to our class. Note that all law in this country exists under the Constitution (the “Supreme Law of the Land”) and because of the Constitution.  - Divide the class up into groups and release students to create their own meetings. Within these meetings, students will work together on completing a Constitution “scavenger hunt” as a reminder of many of the details that they learned last year in Civics about the Constitution and its amendments. Students may collaborate, but they will each turn in an individual assignment. Students may access the Constitution online at: <https://constitutioncenter.org/interactive-constitution/full-text>.  - If time allows at the end of class, get back together as a whole group and play a quick Kahoot game that highlights some of the items on the Constitution scavenger hunt assignment.  **Evidence Based Writing: Write about a historical picture. Reference information obtained by reading or that is evident in an analysis of the picture.**  Analyze a political cartoon of FDR and the Constitution. What do you think the cartoon means, and why? | | **Whole Group:**  - Students will be given a link to Microsoft Forms where they will submit their answer to the Bell Ringer question. The teacher will count up the responses, announce the winner to the class (yes or no for uniforms), and then share his screen to spend a few minutes discussing the reasoning behind student answers.  - Then ask students whether we SHOULD have school uniforms or not. Give students a few minutes to share their thoughts, and note that this is a different question than the legality of school uniforms. One can believe that school uniforms should not exist but are still legal, and vice versa.  - Display the Tinker v. Des Moines reading on the screen. Read together as a whole group, pausing and asking students to explain what key vocabulary words might mean.  - Have students work on the reading check and brainstorming questions at the end of the reading. Go over the questions in class.  - Ask students about limits on speech; what might “symbolic speech” mean? Create a class definition and have students write this in their notes.  - Have students complete an activity having them evaluate the arguments in the *Tinker* case – do these arguments support the position of the Tinkers, the school district, both, or neither? Discuss as a class.  - Release students to work on the “How Disruptive is Disruptive” handout. Tell students that they need to find evidence to support their positions on answering these questions.  **Evidence Based Writing: What would happen if...? Use text-based evidence to support your claim.**  Given a scenario, how disruptive are the actions of the students in the scenario? What would happen if they were allowed to go through with their actions? Would it be constitutional for the school administration to restrict this form of speech? Why or why not? | |  | |
| **Assessment:**  The scavenger hunt assignment will be submitted to Teams and will be counted as a classwork grade; it will assess how much students remember from last year about the Constitution and how well they can research information together as a group that they do not remember. | | **Assessment:**  - The classwork questions will be submitted as an assignment on Teams and will count as a classwork grade. The assignment will test students’ writing and reasoning skills, and the accompanying discussion will also act as an oral assessment, with the teacher being able to step in to clarify points or re-teach anything that students are not fully understanding. | |  | |
| **Home Learning:**  - Finish classwork assignment (if not finished during class). | | **Home Learning:**  - Finish classwork assignment (if not finished during class period). | |  | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P4 – CL-1 | Extended Time  Discussion | P4 – GM-504 | Allow extended time frames to complete assignments, projects and tests  Provide positive reinforcement for following rules or directions | P4 – JG; LM | Flexible Grouping |