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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:**  Constitution; Rights; Bill of Rights; Judiciary; Tinker v. Des Moines; symbolic speech; freedom of speech; 1st Amendment; court test; majority opinion; dissenting opinion; *Hazelwood v. Kuhlmeier* | |
| **Monday** | | **Wednesday** | | **Friday** | |
| **Essential Question:**  - What kinds of expression are protected under the Constitution? | | **Essential Question:**  - What kinds of expression are protected under the Constitution? | | **Essential Question:**  - What kinds of expression are protected under the Constitution? | |
| **H.O.T. Questions:**  - How can we classify arguments made by opposing sides in a court case like *Tinker v. Des Moines*?  - Why did the majority and dissenting opinions in *Tinker* differ from each other? | | **H.O.T. Questions:**  - How has the Supreme Court created “tests” to decide when to limit our freedom of expression?  - How can those tests be applied to common situations found in school or everyday life? | | **H.O.T. Questions:**  - How have the courts limited the freedom of expression allowed in schools in cases like *Hazelwood v. Kuhlmeier*?  - Why did the Supreme Court rule that the newspaper published in the *Hazelwood* case was “disruptive” to the school? | |
| **Bell Ringer:**  Link students to a Microsoft Forms “quiz” that tests their knowledge about the Tinker v. Des Moines reading from the previous class. | | **Bell Ringer:**  What reasons can you give for why school uniforms, which restrict freedom of expression in school, might legally be allowed under the Constitution? | | **Bell Ringer:**  Students will take a short quiz using Microsoft Forms about our previous lessons on *Tinker v. Des Moines* and the 1st Amendment. | |
| **Learner Outcome:**  Students will identify and evaluate the different arguments made during the *Tinker v. Des Moines* court case. They will also differentiate between the majority and dissenting opinions from the Supreme Court in *Tinker* and analyze the reasons behind those different opinions. | | **Learner Outcome:**  Students will evaluate the tests created by the Supreme Court in *Schenck v. United States* and *Tinker v. Des Moines* that protect and limit freedom of speech. They will apply a similar test to common school and everyday life situations. | | **Learner Outcome:**  Students will examine the limits placed on expression in schools in cases like *Hazelwood v. Kuhlmeier*. They will also evaluate how the “disruptiveness” test created by the courts was applied in *Hazelwood*. | |
| **Whole Group:**  - Students will be given a link to Microsoft Forms where they will submit their answers to the Bell Ringer question. We will use this to segue into a review of our reading last class about *Tinker v. Des Moines.*  - Play a short video clip for the students about the case and discuss it afterwards: <https://www.youtube.com/watch?v=HQ_EAbM3zxo>  - Have students complete a short 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 their answers together as a class.  - Explain to students that justices do not always agree and can be swayed by the different arguments presented before them, as well as their own interpretations of the Constitution. Explain the difference between majority and dissenting opinions, as well as that dissents can often be important and powerful, even if they do not become precedent or the law of the land.  - Release students to work on reading and reviewing excerpts from the majority and dissenting opinions from the *Tinker* case. Students will read these short excerpts and identify the major reasoning found in them, what constitutional principles have been relied upon, and the major differences between them.  **Evidence Based Writing: Analyze how two or more texts address similar themes and topics, citing evidence.**    Compare and contrast these short excerpts from the majority and dissenting opinions in *Tinker v. Des Moines*. What constitutional principles do each rely upon, and how have they interpreted the actions of the students and school within that context? | | **Whole Group:**  - Students will complete the Bell Ringer in a shared Word doc on Microsoft Teams. Then discuss student responses, calling on students with thoughtful statements to share their opinions and arguments with the class.  - Discuss with students the concept of a “test” created by the Supreme Court to determine whether freedom of expression could be limited in certain circumstances.  - Play a short video clip that goes into *Schenck v. United States* in more detail (it appeared in our previous *Tinker* reading) and discuss it with the students: <https://www.youtube.com/watch?v=9bkpZkVnVGM>  - Put students into groups and release them to work together on the “How Disruptive is Disruptive” handout which gives students several scenarios about 1st Amendment issues in school and in society as a whole. It asks them to identify if the scenario is disruptive or not, and whether that form of speech/expression should be considered constitutional. Tell students that they need to pretend that they are Supreme Court justices writing their own opinions and to find evidence to support their positions on answering these questions.  - Go over the scenarios together as a class and ask students to verbally explain their answers.  **Evidence Based Writing: Take a position on [...]. Cite evidence that supports your logical thinking.**    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? Use evidence from our readings to support each of your answers. | | **Whole Group:**  - Students will begin class by taking a quiz using Microsoft Forms. The quiz will be multiple choice and fill in the blank.  - Once students have completed the quiz, go over the answers together. Also allow time to finish discussing student responses to the scenarios from the previous class, if needed.  - Tell students that this “test” by the courts on whether or not freedom of expression can be limited if it is “disruptive” in schools was applied by the courts in the 1988 *Hazelwood v. Kuhlmeier* case. Show students several images related to the case, and then give them about 10-15 minutes to complete a reading about the court case that is posted for them on Teams.  - Assign each student a specific question about the reading that asks for them to evaluate the arguments of the case or the opinions of the justices. Have students answer these questions by creating an interactive video display on a site like Flipgrid. Walk students through what to do, and then release them to create their responses and to share their opinions.  - Ask each student to respond to what at least two others have posted, either by typing several sentences in response as comments or by creating a short response video clip.  - Finish class by discussing student experiences in this activity and their responses to the *Hazelwood* case.  **Evidence Based Writing: After participating in a class discussion about the text, critique the reasoning of another person in class.**    In response to what your classmates have posted, what is one thing you agree with, and one thing that you disagree with? Why? | |
| **Assessment:**  - The classifying arguments activity will act as an informal assessment to test how well students have understood the facts behind *Tinker*. The group questions will be submitted as an assignment on Teams and will count as a classwork grade. | | **Assessment:**  - The group scenarios will be collected as a classwork grade and will test students’ writing and reasoning skills. The class discussions/dialogues 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. | | **Assessment:**  - The quiz will count as a quiz grade and will assess what students have learned and retained from the previous class periods. The class activity will give students a different way of interacting with each other and the assignment, and it will allow the teacher to informally evaluate their reasoning and analytical skills. | |
| **Home Learning:**  - Finish any missing classwork. | | **Home Learning:**  - Study for upcoming quiz on *Tinker*. | | **Home Learning:**  - None. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P4 – CL-1 | Recap of Key Points  Bilingual Dictionaries | P4 – GM-504 | Provide positive reinforcement for following rules or directions  Break long assignments into small, sequential steps | P4 – JG; LM | Problem Based Learning |