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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.3.9 Illustrate the law making process at the local, state, and federal levels.  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; disruptive; *Hazelwood v. Kuhlmeier;* just law; perspective; arguments | |
| **Tuesday** | | **Thursday** | |  | |
| **Essential Question:**  - What kinds of expression are protected under the Constitution? | | **Essential Question:**  - What makes a “good” and just law? | |  | |
| **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? | | **H.O.T. Questions:**  - How can writing a good law or rule be difficult to do?  - How might different groups of people influence law making? | |  | |
| **Bell Ringer:**  Students will take a short quiz using Microsoft Forms about our previous lessons on *Tinker v. Des Moines* and the 1st Amendment. | | **Bell Ringer:**  What do you think are some characteristics or qualities of a good law? | |  | |
| **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*. | | **Learner Outcome:**  Students will identify the criteria needed to make a “good” law. They will evaluate what makes a good law, analyze the difficulty in writing a good law, and apply the skills needed to write a good law | |  | |
| **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? | | **Whole Group:**  - Discuss the Bell Ringer, sharing student responses with the rest of the class.  - Take about 10-15 minutes to go over the student scenarios from last Friday’s class on whether a situation would be “disruptive” or not in school, and whether a school could prohibit certain acts of expression because of this. Tie this into the Bell Ringer about how laws can be considered good and just only if they do not go against the Constitution.  - Display the 7 criteria of a good law on the board. Have students take notes on these as we discuss them.  - Display a proposed school board policy banning cell phones on a school campus. Discuss this with students.  - Assign each group of students to a specific scenario that looks at the cell phone ban from a different perspective or point-of-view. They will answer the following questions:   1. Who is your figure? 2. What do they think of cell phones? How do they normally use them? 3. How would the proposed cell phone policy affect them? 4. Do you think they would support or oppose the cell phone policy? Why? 5. What changes, if any, might they want to make to this policy? 6. To be a “good” law, a policy must meet 7 criteria. Which criteria (if any) do you think this cell phone policy would fail to meet?   - Students will present their answers to the class.  **Evidence Based Writing: What might be the best option? How might one of your options be stronger than the other? Use evidence from the text to support your choice.**  Do you think your character would support or oppose this proposed rule on cell phones? Why? Use evidence from your scenario to support your answer. | |  | |
| **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. | | **Assessment:**  - The scenario questions will be submitted on Teams and graded as classwork. | |  | |
| **Home Learning:**  - None. | | **Home Learning:**  - None. | |  | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P4 – CL-1 | Comprehension Check  Extended Time | P4 – GM-504 | Emphasize content rather than spelling in writing communication  Allow extended time frames to complete assignments, projects and tests | P4 – JG; LM | Problem Based Learning |