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| **Law Studies** | | | | | |
| **Social Studies Standards:**  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  SS.912.A.2.5 Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.  LAFS.68.WHST.1.1 Write arguments focused on discipline-specific content. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alter...  LAFS.8.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  LAFS.8.W.1.1 Write arguments to support claims with clear reasons and relevant evidence. | | | | **Vocabulary:**  Debate; dialogue; discussion; opening; closing; affirmative; negative; rebuttal; just law; perspective; arguments; segregation; racism; Jim Crow laws; Deep South; discrimination; Plessy v. Ferguson; Brown v. Board of Education; Civil Rights Movement; Wiley College; justice | |
| **Monday** | | **Wednesday** | | **Friday** | |
| **Essential Question:**  - What is a debate? | | **Essential Question:**  - What is a debate? | | **Essential Question:**  - What is a debate? | |
| **H.O.T. Questions:**  - How can the steps of the formal debate process be applied to an issue?  - How would you justify supporting/opposing a homework ban in Florida schools? | | **H.O.T. Questions:**  - How should the law reflect the concept of justice and fairness?  - How can the steps of a debate be applied to a specific issue? | | **H.O.T. Questions:**  - How did racism and Jim Crow affect the Wiley College debate team?  - Why was the team so successful in its debates? | |
| **Bell Ringer:**  Based on our last class, what might be a new policy that you would create for schools? How would ensure that it is a “good” law? | | **Bell Ringer:**  Display a quote: “An unjust law is no law at all.” Ask students to brainstorm as to what they think this might mean. *[This quote appears several times in the film.]* | | **Bell Ringer:**  *To recap what we’ve watched in the film so far:*  What was the most shocking/surprising instance of Jim Crow that you remember from Part 1 of the film? Why did it shock/surprise you? | |
| **Learner Outcome:**  Students will identify the components of a formal debate and apply these steps to the issue of banning homework in schools. They will create arguments to support or oppose this policy. | | **Learner Outcome:**  Students will evaluate how the steps of a debate were applied by the Wiley College debate team. They will also analyze the idea that the law should reflect ideals of justice and fairness, as shown in the film. | | **Learner Outcome:**  Students will analyze the effects that racism and Jim Crow had on the African-American experience in the Deep South of the 1930s. They will also evaluate how the Wiley College debate team was so successful in its debates. | |
| **Whole Group:**  - Discuss the Bell Ringer question.  - Review the difference between debate and dialogue from our previous class. Spend about 10 minutes discussing student responses to the sample debate about whether athletes were overpaid or not from last Thursday.  - Show students the formal steps of the debate process and walk students through how to create an argument supported by evidence, as well as what a rebuttal is.  - Divide the class into four groups. Ask students to think back to our bell ringer from last class, where they evaluated a potential ban on homework in the state of Florida. Tell students that Groups #1 and #2 will argue the affirmative for the homework ban, and Groups #3 and #4 will argue the negative against the homework ban.  - Allow students the rest of the period to work in groups on developing their arguments and rebuttals. Distribute a graphic organizer for them to organize their thoughts, their evidence, and their arguments, as well as to list what they think some of the opposing arguments may be and to develop counter-arguments or rebuttals for them. Students may use the internet to look up statistics or other information that may serve as evidence. While students work on this, the teacher will work with any groups that seem to be having difficulty with any of these steps.  **Evidence Based Writing: Cite specific evidence when writing or speaking to support conclusions drawn from text.**  Is a ban on homework good for Florida schools? Why or why not? In developing your argument, make sure to cite specific examples both from the scenarios we went through last class, from your own experiences, and from other data and statistics found online. | | **Whole Group:**  - Discuss the Bell Ringer question; ask students whether they think all laws should be followed, or whether a “bad” law should be ignored, even if breaking that law carries with it consequences. Ask them to think about what they know about the Civil Rights movement and bring up the term “civil disobedience.” Spend a few minutes offering historical background information for students with a PowerPoint and photos in order to prep students for what they will see in the film.  - Review the steps of the formal debate process.  - Begin to show the film *The Great Debaters.* As students watch the film, ask them to pay close attention to the lessons learned by the Wiley College debate team and how the debates seen in the film reflect the formal debate process that we have learned. Students should take notes on these items as they watch the film.  - Toward the end of class, ask students to reflect on what they watched so far, answering the following question:  **Evidence Based Writing: Why and how did [...] happen? Use evidence to support your answer.**    What unjust situations did the main characters encounter in the first part of the film? What did they think of these injustices, and how did they deal with them? | | **Whole Group:**  - Spend a few minutes discussing the Bell Ringer question; if students only focus on one event (i.e. the pig incident), prompt them to discuss other events (i.e. the town sheriff leading a raid on a mostly black union meeting, racism against the Wiley College debate team when they debate against the team from Oklahoma, etc).  - Review the steps of the formal debate process and post them again on Teams as a reference for students while they continue to watch the film.  - Finish the film *The Great Debaters.* As students watch the film, have them take notes on instances of Jim Crow and on the various parts of the debates that they see in the movie.  - Discuss student reactions to the film, and ask students to reflect on what they watched. As an assignment on Teams, ask students to answer the following question:  **Evidence Based Writing: Analyze how and why individuals, events, and ideas develop and interact over the course of the text. Cite evidence to explain these interactions.**    What do you think was the most important lesson in debate that the Wiley College team learned? Why? Cite specific evidence (or scenes) from the film.  Write a paragraph (5-7 sentences) about this. | |
| **Assessment:**  - The debate prep handout will be collected as a classwork grade. The teacher will join the different groups on their video calls and observe the group thinking and arguments, and this will serve as an informal assessment for the day. | | **Assessment:**  - The class discussion and review will serve as an oral assessment of student comprehension of the debate process. The writing assignment will assess what students have taken from the film; this will also give the teacher a chance to step in and clarify any points that the students miss. | | **Assessment:**  - The class discussion and review will serve as an oral assessment of student comprehension of the debate process. The writing assignment will serve as a quiz grade and assess what students have taken from the film. We will discuss student responses at the beginning of the next class. | |
| **Home Learning:**  - Return signed movie permission form. | | **Home Learning:**  - Review notes on film. | | **Home Learning:**  - Finish writing assignment. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P4 – CL-1 | Bilingual Dictionaries  Multi-Sensory Approach | P4 – GM-504 | Break long assignments into small, sequential steps  Present information through multisensory approach | P4 – JG; LM | Research and Independent Study |