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| **Law Studies** | | | | | |
| **Social Studies Standards:**  SS.7.C.1.6 Interpret the intentions of the Preamble of the Constitution.  \*\*SS.7.C.3.9 Illustrate the law making process at the local, state, and federal levels.  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.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; Preamble; Union; Establish Justice; Domestic Tranquility; Common Defense; General Welfare; Liberty; Posterity; Ordain; “We the People” | |
| **Monday** | | **Wednesday** | | **Friday** | |
| **Essential Question:**  - What makes a “good” law? | | **Essential Question:**  - How does the Constitution serve as the foundation for law in the United States? | | TEACHER WORK DAY 🡪 NO SCHOOL | |
| **H.O.T. Questions:**  - How would you organize, present, and verbally argue the affirmative/negative for a law banning homework?  - How would you critique a debate argument? | | **H.O.T. Questions:**  - How does the Preamble to the Constitution emphasize that power in the United States comes from the citizens?  - How does the Preamble delineate the purposes of government? | |  | |
| **Bell Ringer:**  Students will have time to finish their arguments and group plan from the previous class. | | **Bell Ringer:**  Ask students to think about how they would create a society if they were stranded on an island somewhere. Pose several questions to them about how they would organize society. | |  | |
| **Learner Outcome:**  Students will apply the lessons they have learned about debate, argument, and good/effective laws to organize, craft, and present in front of the class their own arguments about the topic of banning homework. They will also evaluate and critique the arguments of their classmates. | | **Learner Outcome:**  Students will analyze the Preamble of the Constitution and evaluate how it emphasizes that power comes from the people. They will also identify the purposes of government as stated in the Preamble and apply them to sample scenarios. | |  | |
| **Whole Group:**  - Take a minute at the very beginning of class to walk students through the debate rubric so that those presenting know what is expected of them and those watching know what to look for in the debate.  - Give students in their groups on Teams about half an hour to complete their graphic organizer/debate prep work and to finalize their debate plans. If students are done with their prep work, they may practice within their groups.  - Chose groups #1 and #3 and let them begin their debate against each other. As they debate, the teacher will utilize the rubric to score them, and the other students in groups #2 and #4 should do the same (this rubric will be posted as survey on Microsoft Forms that students can complete).  - Once groups #1 and #3 have gone through their arguments, rebuttals, and closing, discuss with students how to go about critiquing arguments and a debate performance with constructive criticism that is honest but not hurtful. Present the idea of the “comment sandwich,” where a negative critique is sandwiched between two positive comments.  - Have the students in groups #2 and #4 develop their critiques of the first two groups (and who they think was the winner), while the groups who debated will complete a brief self-critique that is posted on Teams.  - Switch roles, and repeat the previous performance, but this time with groups #2 and #4 debating each other, and groups #1 and #3 observing. Although many of the arguments may be similar, the ways in which they are presented will likely be different, and stress to the students that they should make note of these differences.  - Repeat the critiquing process, and have students share their ideas and responses with each other.  **Evidence Based Writing: After participating in a class discussion about the text, critique the reasoning of another person in class.**    How would you critique the arguments and debate performance of another group? Use specific examples to support your critique. Be honest, but also be constructive, and highlight both positive and negative elements of their performances. | | **Whole Group:**  - For the Bell Ringer, students will answer the following questions:   1. How will you make sure everyone sticks together and works towards the common goal of getting rescued? (form a more perfect union) 2. How will you make sure that anyone who feels unfairly treated will have a place to air complaints? (establishing justice) 3. How will you make sure that people can have peace and quiet? (ensuring domestic tranquility) 4. How will you make sure that group members will help if outsiders arrive who threaten your group? (providing for the common defense) 5. How will you make sure that the improvements you make on the island (such as shelters, fireplaces and the like) will be used fairly? (promoting the general welfare) 6. How will you make sure that group members will be free to do what they want as long as it doesn't hurt anyone else? (securing the blessing of liberty to ourselves) 7. How will you make sure that the rules and organizations you develop protect future generations? (securing the blessing of liberty to our posterity)   - Once students have had time to answer these questions, ask the class to share and discuss their answers.  - Display the questions again, and give students a list of the words listed in parenthesis behind each question (these words will not actually be on the original handouts posted to students for the Bell Ringer, of course). Ask students to match up the purposes of government in the Preamble to the questions that they have just answered. Go over this matching activity, and discuss the meaning of each element of the Preamble and how these purposes of government reflect the different purposes for law in this country.  - Display the Preamble on the board and read through it in full with students. Discuss what they believe “We the People” to mean, and who it includes.  - Post on Teams a chart containing the elements of the Preamble. Students may work in groups on Teams to put these purposes of government into their own words. They will also be asked to find online and copy into the chart a visual representation of the different functions of government (or what might happen if that part of government disappeared).  **Evidence Based Writing: What are the important features or characteristics of [...]? Use evidence to support your answer.**  Exit Ticket: Which element of the Preamble do you think is the most important? Why? Make sure to support your answer with evidence from our discussions and from the Preamble itself. | | TEACHER WORK DAY 🡪 NO SCHOOL | |
| **Assessment:**  - The debate rubric and critiques will serve as a formal assessment and will be collected and graded. They will give the teacher feedback on what lessons students took from the debate process, and also give the teacher a chance to emphasize ideas that students may not have fully learned or applied during their prep. | | **Assessment:**  - The chart and images will serve as a formal assessment to measure student writing and comprehension of the lesson, as will the exit ticket, which will be submitted for a classwork grade. | | TEACHER WORK DAY 🡪 NO SCHOOL | |
| **Home Learning:**  - Finish debate critiques (if not finished in class). | | **Home Learning:**  - Finish chart. | |  | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P4 – CL-1 | Bilingual Dictionaries  Graphic Organizers | P4 – GM-504 | Provide positive reinforcement for following rules or directions  Allow opportunities for movement during extended or stressful activities | P4 – JG; LM | Problem Based Learning |