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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.2.5 Distinguish how the Constitution safeguards and limits individual rights.  SS.7.C.3.10 Identify sources and types (civil, criminal, constitutional, military) of law.  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 Moin  LAFS.68.WHST.3.9 Draw evidence from informational texts to support analysis reflection, and research.  LAFS.68.WHST.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task,  purpose, and audience. | | | | **Vocabulary:**  capital punishment; death penalty; cruel and unusual punishment; probation; community service; prison; parole; probation; “scarlet letter” punishment; house arrest; punishment; rehabilitation; criminal justice system; retribution; restoration; deterrence; incapacitation; 8th Amendment; “cruel and unusual” punishment | |
| **Tuesday** | | **Thursday** | |  | |
| **Essential Question:**  - What punishments can criminals receive? | | **Essential Question:**  - What punishments can criminals receive? | |  | |
| **H.O.T. Questions:**  - How does the 8th Amendment define and constrain what punishments may be given?  - How should the death penalty be used in the justice system? | | **H.O.T. Questions:**  - How does the criminal justice system seek to both punish and rehabilitate?  - How do the goals and punishments of the juvenile justice system differ from those of the regular criminal justice system? | |  | |
| **Bell Ringer:**  What do you think “cruel and unusual” means? How would you define it? | | **Bell Ringer:**  Should the death penalty be constitutional? Should it be used, even if it is constitutional? | |  | |
| **Learner Outcome:**  Students will evaluate different punishments to determine what would be considered “cruel and unusual” and what would be allowed under the constitution. They will also investigate the constitutionality of the death penalty and develop an argument for whether it should be considered “cruel and unusual” or not. | | **Learner Outcome:**  Students will analyze the different purposes of the criminal justice system. They will differentiate between the system geared toward adults and juveniles, and they will develop an argument for whether they think that the goal of the justice system should be to punish or to rehabilitate. | |  | |
| **Whole Group:**  - Take some time to discuss the Bell Ringer by asking students what they think that “cruel and unusual” means. Display a copy of the 8th Amendment on the video call as we discuss student responses. Use this discussion to construct a class definition for the 8th Amendment that prohibits “cruel and unusual” punishment.  - Post a reading on Teams about cruel and unusual punishment, which will discuss several Supreme Court cases where the court has ruled on what can be considered “cruel and unusual.” Divide the class into groups on Teams utilizing the Breakout Rooms. Jigsaw this reading, with each group being assigned a section regarding a specific court case about the 8th amendment and the death penalty. Have them answer several questions about their section, and then each group will present their section to the class. Have each group nominate one person to present for the group.  - Once we have discussed cruel and unusual punishment, distribute an iCivics handout where students will be asked to play judge. This handout contains 8 cases heard by the Supreme Court and decided as to whether the punishment given was considered “cruel and unusual.” Have students work together in their groups to evaluate these cases and to determine how they would rule. Ask them to explain why. Discuss their answers and have them check their responses against what the Supreme Court actually decided.  - Some of these cases involve the death penalty, which the Supreme Court has found to be constitutional, with certain limits. Discuss this with students, asking them whether they believe that the death penalty should be considered “cruel and unusual” punishment. Write down student thoughts on a shared Word doc displayed to the class via video call, and then have students work on writing an argumentative paragraph described below, using the reading and any additional research that they would like to use as evidence.  **Evidence Based Writing: Take a position on [...]. Cite evidence that supports your logical thinking.**    Should the death penalty be allowed, or should it be outlawed as “cruel and unusual” punishment? Why? Use evidence from the reading and your own ideas to construct an argumentative paragraph taking one side or the other of this debate. Try to develop a counterargument for what someone arguing the other side might say, as well. | | **Whole Group:**  - Take about 10-15 minutes for students to share their ideas about the death penalty, recalling our discussions and their writing assignment in the previous class. Poll the class to determine their answers, and then allow several students from each position to argue their points.  - Post on Teams a reading that covers the purposes of the criminal justice system. Read this together with students, pausing at times to allow for discussion, to answer questions that students have, and to ask students “reading check” questions to ensure that they are paying attention.  - Ask students about the different goals of the criminal justice system – and ask their opinions. Have students brainstorm ideas about the purpose of the justice system, and whether juveniles should be treated differently than adults. Give them a worksheet that asks them several questions about the reading, as well as their own opinions. These opinion questions will focus on the debate over punishment vs. rehabilitation.  - Students will use their answers to these questions to construct an argument answering the question below in the Evidence Based Writing section: what should the goal of the criminal justice system be: to punish, or to rehabilitate? Students should write a paragraph (at least 5 sentences) arguing their position and using evidence from the reading, as well as examples that they may create, in order to support their position.  - If we have time, we will come back together as a class and share our answers, and discuss what students think about the goals of criminal penalties for breaking the law. (If not, we will do this next 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.**    Should the goal of the criminal justice system be to punish criminals or rehabilitate them? Why? Use evidence from the reading to support your position. | |  | |
| **Assessment:**  - The jigsaw reading presentations will serve as an informal assessment of how well students have understood the concepts behind the reading. The paragraph will be graded as classwork and will give students the opportunity to apply what they have learned to express their opinion and to construct an argument. | | **Assessment:**  - The paragraph will be graded as classwork and will give students the opportunity to apply what they have learned about the purposes of the criminal justice system, as well as a chance to practice their argumentative writing skills. | |  | |
| **Home Learning:**  - Finish argumentative paragraph. | | **Home Learning:**  - Finish paragraph (if it wasn’t already finished in class).  - Study for quiz on criminal punishments section. | |  | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P4 – CL-1 | Focus on Key Words  Bilingual Dictionaries | P4 – GM-504 | Emphasize content rather than spelling in writing communication  Allow extended time frames to complete assignments, projects and tests | P4 – JG; LM | Flexible Grouping |