

Course Name: Advanced Constitutional and Criminal Law	Semester: TBD
Course Section: Introduction to the Bill of Rights	Duration of this course section: 15 hours
<i>PLC Question One: What do we want all students to know and be able to do?</i>	
Objectives covered from the course outline: <ul style="list-style-type: none"> • Describe important constitutional rights that apply to legal cases. • Explain how constitutional rights apply in a trial setting. • Describe constitutional rights that apply in criminal cases. 	
Supporting Objectives (if any): <ul style="list-style-type: none"> • None 	
Essential Questions: <ul style="list-style-type: none"> • How are defendants' rights protected by the Constitution? • What major civil rights does the Bill of Rights and 14th amendment protect? • What is the scope of the constitutional right to an attorney? • What is due process and how does it function in the justice system? • What are procedural and substantive due process? 	
Student-Friendly Learning Targets (*Learning Targets are based on the “Competencies” in the course outline): <ul style="list-style-type: none"> • I can describe the major rights provided by the Bill of Rights. • I can explain what due process is and how it functions in the justice system. • I can contrast procedural due process and substantive due process. • I can explain the scope of the right to an attorney. • I can explain how a defendant's rights are protected by the Constitution. • I can identify the civil rights protected by the Bill of Rights and the 14th Amendment. • I can describe constitutional rights that apply in trial scenarios. • I can list and describe the trial rights contained in the 6th amendment. • I can examine fact patterns to determine whether the confrontation clause applies. • I can explain how the compulsory process clause operates. • I can describe constitutional rights that apply in criminal justice scenarios. • I can explain when 5th amendment self incrimination rules apply. • I can determine if a citizen can legally plead the 5th amendment in lieu of providing testimony/evidence. • I can explain how the 4th amendment limits searches and seizures. 	

Essential Vocabulary

Key Academic Vocabulary:

- Due Process, Testimony, Equal Protection, Probable Cause, Double Jeopardy, Self-Incrimination, Subpoena, Amendment, Counsel, Preamble, Exclusionary Rule, Article, Impartial, Confrontation Clause, Compulsory Process, Substantive Due Process, Procedural Due Process

Scaffolded/Review Academic Vocabulary:

- Search, Seizure, Custody, Bail, Segregation, Burden of Proof, Discovery

PLC Question Two: How will we know when students have learned?

Assessment and Evidence

- **Classroom Assessments:** Writing Assignment, Vocabulary Activity, Worksheets, Quiz, Case Briefs, Socratic Seminar, Summative Assessment

Proficiency Scales

**Score
4.0**

The student will:

- Explain how due process functions in the justice system.
- Explain when 5th amendment self incrimination rules apply.
- Explain how a defendant's rights are protected by the Constitution.
- Explain how the 4th amendment limits searches and seizures.
- Explain how the compulsory process clause operates.

**Score
3.0**

The student will:





- Identify the civil rights protected by the Bill of Rights and the 14th Amendment.
- Describe constitutional rights that apply in trial scenarios.
- Describe constitutional rights that apply in criminal justice scenarios.





**Score
2.0**


The student will:

- Explain the scope of the right to an attorney.
- List and describe the trial rights contained in the 6th amendment.
- Describe the major rights provided by the Bill of Rights.

Planning Question: How will teachers facilitate the learning?




<u>Lesson Outline</u>	<u>Engagement and Application</u>	<u>Links to lesson materials and resources</u>
<p align="center"><u>Segment #1</u></p> <p><u>Time</u> - 30 minutes</p> <p><u>Opening/Sponge/Motivator</u></p> <ul style="list-style-type: none"> Warm-Up: <i>What are some rights you have because of the Constitution?</i> (Slide #2) (either students popcorn their ideas and teacher writes on board or have students take turns writing their own responses on the board) <p><u>Activity</u></p> <ul style="list-style-type: none"> Preload Unit Vocabulary: Students create flash cards of vocab terms (Slides #60-61) <p><u>Assessment</u></p> <ul style="list-style-type: none"> Flash cards are graded <p><u>Closure</u></p> <ul style="list-style-type: none"> Explain that familiarity with the unit terms enhances understanding of content 	<p><u>How are students being engaged?</u></p> <ul style="list-style-type: none"> Students are asked to recall their existing knowledge <p><u>How are students using/applying what they learn?</u></p> <ul style="list-style-type: none"> Students are able to discuss their rights 	<ul style="list-style-type: none">  Introduction to the Bill... Smartboard Index cards Student computer Pen/pencil
<p align="center"><u>Segment #2</u></p> <p><u>Time</u> -35 minutes</p> <p><u>Opening/Sponge/Motivator</u></p> <ul style="list-style-type: none"> Slides Presentation:" Introduction to the Bill of Rights" Slides #3-5 <p><u>Activity</u></p> <ul style="list-style-type: none"> Watch "The Bill of Rights" and take notes from the video (Slide #6) 	<p><u>How are students being engaged?</u></p> <ul style="list-style-type: none"> Students watch a video and put information from the video into their own words <p><u>How are students using/applying what they learn?</u></p>	<ul style="list-style-type: none">  Introduction to the Bill...  The Bill of Rights Co...  Cornell Notes Smartboard Student computer Pen/pencil




<p><u>Assessment</u></p> <ul style="list-style-type: none"> • Check for understanding: Students share whole-group what rights they learned about for the first time <p><u>Closure</u></p> <ul style="list-style-type: none"> • Explain that the Bill of Rights is foundational to federal and state laws 	<ul style="list-style-type: none"> • Students are able to discuss the Bill of Rights and the rights that apply to them 	
<p style="text-align: right;"><u>Segment #3</u></p> <p><u>Time</u> - 20 minutes</p> <p><u>Opening/Sponge/Motivator</u></p> <ul style="list-style-type: none"> • Review Bill of Rights (Slides #7-8) <p><u>Activity</u></p> <ul style="list-style-type: none"> • Students read 14th Amendment (Slide #9) <p><u>Assessment</u></p> <ul style="list-style-type: none"> • Students share whole-group their interpretation of the 14th Amendment <p><u>Closure</u></p> <ul style="list-style-type: none"> • Continue to next segment 	<p><u>How are students being engaged?</u></p> <ul style="list-style-type: none"> • Students read the amendment <p><u>How are students using/applying what they learn?</u></p> <ul style="list-style-type: none"> • Students should be able to explain their interpretation of the 14th Amendment 	<ul style="list-style-type: none"> •  Introduction to the Bill... • Smartboard • Student computer
<p style="text-align: right;"><u>Segment #4</u></p> <p><u>Time</u> - 35 minutes</p> <p><u>Opening/Sponge/Motivator</u></p> <ul style="list-style-type: none"> • Slides Presentation: "Introduction to the Bill of Rights" Slides #10-11 	<p><u>How are students being engaged?</u></p> <ul style="list-style-type: none"> • Students watch a video and put information from the video into their own words 	<ul style="list-style-type: none"> •  Introduction to the Bill... •  Fourth Amendment ... •  Cornell Notes • Smartboard • Student computer • Pen/pencil



<p><u>Activity</u></p> <ul style="list-style-type: none"> • Watch “Fourth Amendment” and take notes from the video (Slide #12) <p><u>Assessment</u></p> <ul style="list-style-type: none"> • Check for understanding: Students share whole-group what 4th Amendment rights they learned about for the first time <p><u>Closure</u></p> <ul style="list-style-type: none"> • Cornell Notes are graded 	<p><u>How are students using/applying what they learn?</u></p> <ul style="list-style-type: none"> • Students are able to identify and discuss the 4th Amendment rights that are new to them 	
<p><u>Segment #5</u></p> <p><u>Time</u> - 35 minutes</p> <p><u>Opening/Sponge/Motivator</u></p> <ul style="list-style-type: none"> • Warm-Up: <i>Do you think the government should be able to access information in your phone?</i> (Slide #13) • Review 4th Amendment (Slide #14) <p><u>Activity</u></p> <ul style="list-style-type: none"> • Read and analyze 4th Amendment case studies <i>Mapp v. Ohio</i> and <i>Kyllo v. United States</i> (Slide #15) <p><u>Assessment</u></p> <ul style="list-style-type: none"> • Check for understanding <p><u>Closure</u></p> <ul style="list-style-type: none"> • Explain how the Constitution is interpreted through case law 	<p><u>How are students being engaged?</u></p> <ul style="list-style-type: none"> • Students are reading and analyzing case law <p><u>How are students using/applying what they learn?</u></p> <ul style="list-style-type: none"> • Students can explain how case law is used to interpret the Constitution 	<ul style="list-style-type: none"> •  Introduction to the Bill... • Mapp v. Ohio • Kyllo v. United States • Smartboard • Student computer





<p style="text-align: center;"><u>Segment #6</u></p> <p><u>Time</u> - 35 minutes</p> <p><u>Opening/Sponge/Motivator</u></p> <ul style="list-style-type: none"> Explain the purpose of briefing cases <p><u>Activity</u></p> <ul style="list-style-type: none"> Teacher models Case Brief for students using Case Brief Example (Slide #17) <p><u>Assessment</u></p> <ul style="list-style-type: none"> Brief one of the two cases using Case Brief Template (Slide #16) <i>Alternate/Scaffolded Assessment or Homework:</i> Complete Introductory Fourth Amendment Assignment (Slide #18) while watching “Fourth Amendment: Introductory Session” video <p><u>Closure</u></p> <ul style="list-style-type: none"> Case Briefs and Fourth Amendment Assignments are graded 	<p><u>How are students being engaged?</u></p> <ul style="list-style-type: none"> Students are reading and analyzing case law <p><u>How are students using/applying what they learn?</u></p> <ul style="list-style-type: none"> Students are able to brief a case 	<ul style="list-style-type: none"> Introduction to the Bill... Mapp v. Ohio Kyllo v. United Case Brief Template Case Brief Example Fourth Amendment ... The Fourth Amendme... Smartboard Student computer Pen/pencil
<p style="text-align: center;"><u>Segment #7</u></p> <p><u>Time</u> - 30 minutes</p> <p><u>Opening/Sponge/Motivator</u></p> <ul style="list-style-type: none"> Explain that interpretations of the 4th Amendment have evolved with the advance of technology <p><u>Activity</u></p>	<p><u>How are students being engaged?</u></p> <ul style="list-style-type: none"> Students are asked how their opinions have changed with new information <p><u>How are students using/applying what they learn?</u></p>	<ul style="list-style-type: none"> Introduction to the Bill... Smartboard Student computer Index cards Pen/pencil




<ul style="list-style-type: none"> Whole-Group Discussion: Discuss how opinions have changed about cell phone privacy since answering the warm-up question <p><u>Assessment</u></p> <ul style="list-style-type: none"> Modern Fourth Amendment Questions (Slide #19): Students answer each of the two questions on an index card <p><u>Closure</u></p> <ul style="list-style-type: none"> Index cards are graded 	<ul style="list-style-type: none"> Students are able to apply 4th amendment protections to modern situations 	
<p style="text-align: center;"><u>Segment #8</u></p> <p><u>Time</u> - 25 minutes</p> <p><u>Opening/Sponge/Motivator</u></p> <ul style="list-style-type: none"> Warm-Up: <i>What do you already know about Miranda rights?</i> (Slide #20) <p><u>Activity</u></p> <ul style="list-style-type: none"> Slides Presentation: "Introduction to the Bill of Rights" Slides #21-23 <p><u>Assessment</u></p> <ul style="list-style-type: none"> Check for understanding <p><u>Closure</u></p> <ul style="list-style-type: none"> Continue to next segment 	<p><u>How are students being engaged?</u></p> <ul style="list-style-type: none"> Students are asked to recall their existing knowledge <p><u>How are students using/applying what they learn?</u></p> <ul style="list-style-type: none"> Students are able to articulate the main rights protected by the 5th Amendment 	<ul style="list-style-type: none"> ☐ Introduction to the Bill... Smartboard Student computer
<p style="text-align: center;"><u>Segment #9</u></p>	<p><u>How are students being engaged?</u></p>	<ul style="list-style-type: none"> ☐ Introduction to the Bill... Miranda v. Arizona




<p><u>Time</u> - 25 minutes</p> <p><u>Opening/Sponge/Motivator</u></p> <ul style="list-style-type: none"> Explain that the 5th Amendment protection against self-incrimination was expanded by case law <p><u>Activity</u></p> <ul style="list-style-type: none"> Read and analyze 5th Amendment case study <i>Miranda v. Arizona</i> (Slide #24) <p><u>Assessment</u></p> <ul style="list-style-type: none"> Check for understanding <i>Alternate Assessment or Homework:</i> Complete case brief for <i>Miranda v. Arizona</i> <p><u>Closure</u></p> <ul style="list-style-type: none"> Continue to next segment 	<ul style="list-style-type: none"> Students are reading and analyzing case law <p><u>How are students using/applying what they learn?</u></p> <ul style="list-style-type: none"> Students can explain how case law is used to interpret the Constitution 	<ul style="list-style-type: none"> Smartboard Student computer <i>Optional:</i>  Case Brief Template
<p style="text-align: center;"><u>Segment #10</u></p> <p><u>Time</u> - 25 minutes</p> <p><u>Opening/Sponge/Motivator</u></p> <ul style="list-style-type: none"> Explain how the Constitution is interpreted through case law <p><u>Activity</u></p> <ul style="list-style-type: none"> Whole-group read of Fifth Amendment Worksheet Facts and Case Summary pages 2-3 (Slide #25) 	<p><u>How are students being engaged?</u></p> <ul style="list-style-type: none"> Students are reading and analyzing case law <p><u>How are students using/applying what they learn?</u></p> <ul style="list-style-type: none"> Students can apply <i>Miranda</i> to other cases 	<ul style="list-style-type: none">  Introduction to the Bill...  Fifth Amendment Wor... Smartboard Student computer




<p><u>Assessment</u></p> <ul style="list-style-type: none"> • Check for understanding: Discussion Questions on page 5 of worksheet <p><u>Closure</u></p> <ul style="list-style-type: none"> • Continue to next segment 		
<p style="text-align: center;"><u>Segment #11</u></p> <p><u>Time</u> - 35 minutes</p> <p><u>Opening/Sponge/Motivator</u></p> <ul style="list-style-type: none"> • Explain that we can apply the principles of the case to a fictional scenario <p><u>Activity</u></p> <ul style="list-style-type: none"> • Whole-group read of Fifth Amendment Worksheet Fictional Scenario page 4 <p><u>Assessment</u></p> <ul style="list-style-type: none"> • Complete chart on page 6 <p><u>Closure</u></p> <ul style="list-style-type: none"> • Students grade their own assessments using answer key on page 7 of worksheet 	<p><u>How are students being engaged?</u></p> <ul style="list-style-type: none"> • Students are reading and analyzing case law <p><u>How are students using/applying what they learn?</u></p> <ul style="list-style-type: none"> • Students can apply <i>Miranda</i> to hypothetical scenarios 	<ul style="list-style-type: none"> •  Introduction to the Bill... •  Fifth Amendment Wor... • Smartboard • Student computer • Pen/pencil
<p style="text-align: center;"><u>Segment #12</u></p> <p><u>Time</u> - 25 minutes</p> <p><u>Opening/Sponge/Motivator</u></p>	<p><u>How are students being engaged?</u></p> <ul style="list-style-type: none"> • Students are asked to recall existing knowledge about public defenders 	<ul style="list-style-type: none"> •  Introduction to the Bill... • Smartboard • Student computer





<ul style="list-style-type: none"> • Warm-Up: <i>What role does a public defender play in the justice system?</i> (Slide #26) <p><u>Activity</u></p> <ul style="list-style-type: none"> • Slides Presentation:” Introduction to the Bill of Rights” Slides #27-29 <p><u>Assessment</u></p> <ul style="list-style-type: none"> • Check for understanding <p><u>Closure</u></p> <ul style="list-style-type: none"> • Continue to next segment 	<p><u>How are students using/applying what they learn?</u></p> <ul style="list-style-type: none"> • Students can name 6th Amendment trial rights 	
<p style="text-align: center;"><u>Segment #13</u></p> <p><u>Time</u> - 15 minutes</p> <p><u>Opening/Sponge/Motivator</u></p> <ul style="list-style-type: none"> • Reiterate how the Constitution is interpreted through case law <p><u>Activity</u></p> <ul style="list-style-type: none"> • Read and analyze 6th Amendment case study <i>Gideon v. Wainwright</i> (Slide #30) <p><u>Assessment</u></p> <ul style="list-style-type: none"> • Check for understanding • <i>Alternate Assessment or Homework:</i> Complete case brief for <i>Gideon v. Wainwright</i> <p><u>Closure</u></p> <ul style="list-style-type: none"> • Continue to next segment 	<p><u>How are students being engaged?</u></p> <ul style="list-style-type: none"> • Students are reading and analyzing case law <p><u>How are students using/applying what they learn?</u></p> <ul style="list-style-type: none"> • Students can explain how case law is used to interpret the Constitution 	<ul style="list-style-type: none"> •  Introduction to the Bill... • Gideon v. Wainwright • Smartboard • Student computer • <i>Optional:</i>  Case Brief Template



<p style="text-align: center;"><u>Segment #14</u></p> <p><u>Time</u> - 25 minutes</p> <p><u>Opening/Sponge/Motivator</u></p> <ul style="list-style-type: none"> Introduce activity and instructions (Slide #31) <p><u>Activity</u></p> <ul style="list-style-type: none"> Read Sixth Amendment Worksheet page 1 <p><u>Assessment</u></p> <ul style="list-style-type: none"> Complete Sixth Amendment Worksheet page 2 <p><u>Closure</u></p> <ul style="list-style-type: none"> Worksheets are graded 	<p><u>How are students being engaged?</u></p> <ul style="list-style-type: none"> Students are reading and completing a worksheet <p><u>How are students using/applying what they learn?</u></p> <ul style="list-style-type: none"> Students can apply knowledge of amendments to case law 	<ul style="list-style-type: none">  Introduction to the Bill...  Sixth Amendment Wo... Smartboard Student computer Pen/pencil
<p style="text-align: center;"><u>Segment #15</u></p> <p><u>Time</u> - 15 minutes</p> <p><u>Opening/Sponge/Motivator</u></p> <ul style="list-style-type: none"> Slides Presentation: "Introduction to the Bill of Rights" Slides #32-33 <p><u>Activity</u></p> <ul style="list-style-type: none"> Read and analyze 8th Amendment case study <i>Louisiana ex rel. Francis v. Resweber</i> (Slide #34) <p><u>Assessment</u></p> <ul style="list-style-type: none"> Check for understanding 	<p><u>How are students being engaged?</u></p> <ul style="list-style-type: none"> Students are reading and analyzing case law <p><u>How are students using/applying what they learn?</u></p> <ul style="list-style-type: none"> Students can explain how case law is used to interpret the Constitution 	<ul style="list-style-type: none">  Introduction to the Bill... Louisiana ex rel. Francis v. Resweber Smartboard Student computer <i>Optional:</i>  Case Brief Template

<ul style="list-style-type: none"> • <i>Alternate Assessment or Homework:</i> Complete case brief for <i>Louisiana ex rel. Francis v. Resweber</i> <p><u>Closure</u></p> <ul style="list-style-type: none"> • Continue to next segment 		
<p style="text-align: center;"><u>Segment #16</u></p> <p><u>Time</u> - 30 minutes</p> <p><u>Opening/Sponge/Motivator</u></p> <ul style="list-style-type: none"> • Explain how solitary confinement and capital punishment are controversial 8th Amendment issues <p><u>Activity</u></p> <ul style="list-style-type: none"> • Slides Presentation: "Introduction to the Bill of Rights" Slides #35-36 (view images and discuss) <p><u>Assessment</u></p> <ul style="list-style-type: none"> • Eighth Amendment Writing Assignment (Slide #37) <p><u>Closure</u></p> <ul style="list-style-type: none"> • Writing Assignments are graded 	<p><u>How are students being engaged?</u></p> <ul style="list-style-type: none"> • Students are writing their opinions about the 8th Amendment <p><u>How are students using/applying what they learn?</u></p> <ul style="list-style-type: none"> • Students can apply their personal values to the fairness of punishments and develop ideas on when certain punishments are necessary 	<ul style="list-style-type: none"> •  Introduction to the Bill... •  Eighth Amendment W... • Smartboard • Student computer • Pen/pencil
<p style="text-align: center;"><u>Segment #17</u></p> <p><u>Time</u> - 10 minutes</p>	<p><u>How are students being engaged?</u></p>	<ul style="list-style-type: none"> •  Introduction to the Bill... • Smartboard • Student computer




<p><u>Opening/Sponge/Motivator</u></p> <ul style="list-style-type: none"> Warm-Up: <i>Why do you think so many of the Bill of Rights amendments pertain to criminal defendants?</i> (Slide #38) <p><u>Activity</u></p> <ul style="list-style-type: none"> Slides Presentation: "Introduction to the Bill of Rights" Slides #39-40 <p><u>Assessment</u></p> <ul style="list-style-type: none"> Check for understanding <p><u>Closure</u></p> <ul style="list-style-type: none"> Continue to next segment 	<ul style="list-style-type: none"> Students are asked their opinion and encouraged to discuss <p><u>How are students using/applying what they learn?</u></p> <ul style="list-style-type: none"> Students can identify main 14th Amendment rights 	
<p style="text-align: center;"><u>Segment #18</u></p> <p><u>Time</u> - 30 minutes</p> <p><u>Opening/Sponge/Motivator</u></p> <ul style="list-style-type: none"> Explain historical context of 14th Amendment (post Civil War) and why its adoption was necessary <p><u>Activity</u></p> <ul style="list-style-type: none"> Watch "The 14th Amendment" and take notes from the video (Slide #41) <p><u>Assessment</u></p> <ul style="list-style-type: none"> Check for understanding: Students share whole-group what 14th Amendment rights they learned about for the first time 	<p><u>How are students being engaged?</u></p> <ul style="list-style-type: none"> Students watch a video and put information from the video into their own words <p><u>How are students using/applying what they learn?</u></p> <ul style="list-style-type: none"> Students are able to identify and discuss the 14th Amendment rights that are new to them 	<ul style="list-style-type: none">  Introduction to the Bill...  The 14th Amendment...  Cornell Notes Smartboard Student computer Pen/pencil




<p><u>Closure</u></p> <ul style="list-style-type: none"> • Cornell Notes are graded 		
<p style="text-align: center;"><u>Segment #19</u></p> <p><u>Time</u> - 15 minutes</p> <p><u>Opening/Sponge/Motivator</u></p> <ul style="list-style-type: none"> • Slides Presentation: "Introduction to the Bill of Rights" Slide #42 <p><u>Activity</u></p> <ul style="list-style-type: none"> • View gallery and discuss 14th Amendment implications in peer groups (Slides #43-47) <p><u>Assessment</u></p> <ul style="list-style-type: none"> • Whole-group share of gallery reflections <p><u>Closure</u></p> <ul style="list-style-type: none"> • Continue to next segment 	<p><u>How are students being engaged?</u></p> <ul style="list-style-type: none"> • Students view historical images and captions <p><u>How are students using/applying what they learn?</u></p> <ul style="list-style-type: none"> • Students use their historical knowledge to understand and articulate the need for the 14th Amendment 	<ul style="list-style-type: none"> •  Introduction to the Bill... • Smartboard • Student computer
<p style="text-align: center;"><u>Segment #20</u></p> <p><u>Time</u> - 15 minutes</p> <p><u>Opening/Sponge/Motivator</u></p> <ul style="list-style-type: none"> • Present question for consideration prior to video (Slide #48) <p><u>Activity</u></p> <ul style="list-style-type: none"> • Watch "The Sit-In Movement" (Slide #48) 	<p><u>How are students being engaged?</u></p> <ul style="list-style-type: none"> • Students watch a video <p><u>How are students using/applying what they learn?</u></p> <ul style="list-style-type: none"> • Students draw inferences from the video to inform their 	<ul style="list-style-type: none"> •  Introduction to the Bill... •  The Sit-In Movement • Smartboard • Student computer



<p><u>Assessment</u></p> <ul style="list-style-type: none"> • Whole-group discussion of question <p><u>Closure</u></p> <ul style="list-style-type: none"> • Continue to next segment 	<p>understanding of the discussion question</p>	
<p style="text-align: center;"><u>Segment #21</u></p> <p><u>Time</u> - 10 minutes</p> <p><u>Opening/Sponge/Motivator</u></p> <ul style="list-style-type: none"> • Slides Presentation: "Introduction to the Bill of Rights" Slide #49 <p><u>Activity</u></p> <ul style="list-style-type: none"> • Watch "The 14th Amendment: Due Process" and take notes from the video (Slide #50) <p><u>Assessment</u></p> <ul style="list-style-type: none"> • Check for understanding: Whole-group discussion of due process <p><u>Closure</u></p> <ul style="list-style-type: none"> • Continue to next segment 	<p><u>How are students being engaged?</u></p> <ul style="list-style-type: none"> • Students watch a video and put information from the video into their own words <p><u>How are students using/applying what they learn?</u></p> <ul style="list-style-type: none"> • Students are able to relate their understanding of fairness to the legal concept of due process 	<ul style="list-style-type: none"> •  Introduction to the Bill... •  Due Process Video •  Cornell Notes • Smartboard • Student computer • Pen/pencil
<p style="text-align: center;"><u>Segment #22</u></p> <p><u>Time</u> - 15 minutes</p> <p><u>Opening/Sponge/Motivator</u></p> <ul style="list-style-type: none"> • Explain there are two categories of due process 	<p><u>How are students being engaged?</u></p> <ul style="list-style-type: none"> • Students listen/read and take a quiz 	<ul style="list-style-type: none"> •  Introduction to the Bill... • Smartboard • Student computer • <i>Optional: Index cards and pen/pencil</i>

<p><u>Activity</u></p> <ul style="list-style-type: none"> Slides Presentation: "Introduction to the Bill of Rights" Slides #51-54 <p><u>Assessment</u></p> <ul style="list-style-type: none"> Procedural or Substantive matching quiz (Slide #55) <i>Whole group on smart board or individually on index card</i> <p><u>Closure</u></p> <ul style="list-style-type: none"> Self-grade quiz using Answer Key (Slide #56) 	<p><u>How are students using/applying what they learn?</u></p> <ul style="list-style-type: none"> Students apply their understanding of substantive and procedural due process to specific functions 	
<p style="text-align: center;"><u>Segment #23</u></p> <p><u>Time</u> - 25 minutes</p> <p><u>Opening/Sponge/Motivator</u></p> <ul style="list-style-type: none"> Warm-Up: <i>What does equal protection of the law mean to you?</i> (Slide #57) <p><u>Activity</u></p> <ul style="list-style-type: none"> Read and analyze 14th Amendment case study <i>Plessy v. Ferguson</i> (Slide #58) <p><u>Assessment</u></p> <ul style="list-style-type: none"> Check for understanding: Whole-group discussion of case <i>Alternate Assessment or Homework:</i> Complete case brief for <i>Plessy v. Ferguson</i> <p><u>Closure</u></p>	<p><u>How are students being engaged?</u></p> <ul style="list-style-type: none"> Students are asked to recall existing knowledge about equal protection Students read and analyze a case <p><u>How are students using/applying what they learn?</u></p> <ul style="list-style-type: none"> Students apply their knowledge of the 14th Amendment to analyze the constitutionality of <i>Plessy v. Ferguson</i> 	<ul style="list-style-type: none">  Introduction to the Bill... Plessy v. Ferguson Smartboard Student computer <i>Optional:</i>  Case Brief Template



<ul style="list-style-type: none"> Continue to next segment 		
<p style="text-align: center;"><u>Segment #24</u></p> <p><u>Time</u> - 20 minutes</p> <p><u>Opening/Sponge/Motivator</u></p> <ul style="list-style-type: none"> Explain that the interpretation of the 14th Amendment's equal protection clause changed during the Civil Rights Era <p><u>Activity</u></p> <ul style="list-style-type: none"> Read and analyze 14th Amendment case study <i>Brown v. Board of Education</i> (Slide #58) <p><u>Assessment</u></p> <ul style="list-style-type: none"> Check for understanding: Whole-group discussion of case <i>Alternate Assessment or Homework:</i> Complete case brief for <i>Brown v. Board of Education</i> <p><u>Closure</u></p> <ul style="list-style-type: none"> Explain that the Constitution is a living document and interpretations will evolve over time due to social and political changes 	<p><u>How are students being engaged?</u></p> <ul style="list-style-type: none"> Students read and analyze a case <p><u>How are students using/applying what they learn?</u></p> <ul style="list-style-type: none"> Students are able to contrast Supreme Court interpretations of <i>equal protection</i> within a historical context 	<ul style="list-style-type: none"> ☐ Introduction to the Bill... Brown v. Board of Education Smartboard Student computer <i>Optional:</i> <ul style="list-style-type: none"> ☐ Case Brief Template
<p style="text-align: center;"><u>Segment #25</u></p> <p><u>Time</u> - 15 minutes</p> <p><u>Opening/Sponge/Motivator</u></p>	<p><u>How are students being engaged?</u></p> <ul style="list-style-type: none"> Students watch a video and discuss with a partner 	<ul style="list-style-type: none"> ☐ Introduction to the Bill... A New Kind of Justice Smartboard Student computer <i>Optional: Index cards and pen/pencil</i>



<ul style="list-style-type: none"> Discuss the role of social activism in the establishment, abolishment, and interpretation of law <p><u>Activity</u></p> <ul style="list-style-type: none"> Watch “A New Kind of Justice” (Slide #59) <p><u>Assessment</u></p> <ul style="list-style-type: none"> Think-Pair-Share: Video discussion questions (Slide #59) <i>Shared whole-group or written on index card and graded</i> <p><u>Closure</u></p> <ul style="list-style-type: none"> Continue to next segment 	<p><u>How are students using/applying what they learn?</u></p> <ul style="list-style-type: none"> Students are able to make the connection between social activism and law 	
<p style="text-align: center;"><u>Segment #26</u></p> <p><u>Time</u> - 35 minutes</p> <p><u>Opening/Sponge/Motivator</u></p> <ul style="list-style-type: none"> Quick recap of Bill of Rights and 14th Amendment <p><u>Activity</u></p> <ul style="list-style-type: none"> Slides Presentation: “Introduction to the Bill of Rights” Slides #60-61 <p><u>Assessment</u></p> <ul style="list-style-type: none"> Unit Review Crossword Puzzle (Slide #62) <p><u>Closure</u></p>	<p><u>How are students being engaged?</u></p> <ul style="list-style-type: none"> Students complete a puzzle review <p><u>How are students using/applying what they learn?</u></p> <ul style="list-style-type: none"> Students are testing their recall of unit knowledge 	<ul style="list-style-type: none">  Introduction to the Bill...  Constitutional Rights ...  Answer Key_Constitu... Smartboard Student computer Pen/pencil





<ul style="list-style-type: none"> • Puzzles are graded 		
<p style="text-align: center;"><u>Segment #27</u></p> <p><u>Time</u> - 15 minutes</p> <p><u>Opening/Sponge/Motivator</u></p> <ul style="list-style-type: none"> • Explain how the Socratic Seminar concept facilitates critical thinking and knowledge-building <p><u>Activity</u></p> <ul style="list-style-type: none"> • Slides Presentation: "Introduction to the Bill of Rights" Slides #63-71 <p><u>Assessment</u></p> <ul style="list-style-type: none"> • Check for understanding <p><u>Closure</u></p> <ul style="list-style-type: none"> • Continue to next segment 	<p><u>How are students being engaged?</u></p> <ul style="list-style-type: none"> • Students are reading and listening <p><u>How are students using/applying what they learn?</u></p> <ul style="list-style-type: none"> • Students can use the Socratic Seminar rules and expectations to differentiate between a seminar and a debate 	<ul style="list-style-type: none"> •  Introduction to the Bill... • Smartboard • Student computer
<p style="text-align: center;"><u>Segment #28</u></p> <p><u>Time</u> - 15 minutes</p> <p><u>Opening/Sponge/Motivator</u></p> <ul style="list-style-type: none"> • Introduce Socratic Seminar topic and resources (Slides #72-73) <p><u>Activity</u></p>	<p><u>How are students being engaged?</u></p> <ul style="list-style-type: none"> • Students are participating in a group read <p><u>How are students using/applying what they learn?</u></p> <ul style="list-style-type: none"> • Students identify key points/arguments in an 	<ul style="list-style-type: none"> •  Introduction to the Bill... •  Socratic Seminar Res... • Supreme Court refuses to correct prolonged solitary confinement, provoking liberal dissent Courthouse News Service • Smartboard • Student computer • Pen/pencil


<ul style="list-style-type: none"> Whole-Group Read: “Supreme Court Refuses to Correct Prolonged Solitary Confinement” (Slide #73) <p><u>Assessment</u></p> <ul style="list-style-type: none"> Whole-group discussion of main points of article; Individual recording of article summary in “Socratic Seminar Research Guide: Solitary Confinement” <p><u>Closure</u></p> <ul style="list-style-type: none"> Continue to next segment 	<p>article and summarize what they read</p>	
<p style="text-align: center;"><u>Segment #29</u></p> <p><u>Time</u> - 15 minutes</p> <p><u>Opening/Sponge/Motivator</u></p> <ul style="list-style-type: none"> Explain that students will follow the same method for the additional four resources <p><u>Activity</u></p> <ul style="list-style-type: none"> Independent Read: “The Role of Solitary Confinement, And Why It's Necessary” (Slide #73) Summarize article in “Socratic Seminar Research Guide: Solitary Confinement” <p><u>Assessment</u></p> <ul style="list-style-type: none"> Check for understanding: Think-Pair-Share or Whole-Group Discussion of key takeaways from article 	<p><u>How are students being engaged?</u></p> <ul style="list-style-type: none"> Students reading, writing, and discussing <p><u>How are students using/applying what they learn?</u></p> <ul style="list-style-type: none"> Students identify key points/arguments in an article and summarize what they read 	<ul style="list-style-type: none">  Introduction to the Bill...  Socratic Seminar Res... The role of solitary confinement, and why it's necessary Smartboard Student computer Pen/pencil


<p><u>Closure</u></p> <ul style="list-style-type: none"> Continue to next segment 		
<p style="text-align: center;"><u>Segment #30</u></p> <p><u>Time</u> - 15 minutes</p> <p><u>Opening/Sponge/Motivator</u></p> <ul style="list-style-type: none"> Explain that students will follow the same method for the additional three resources <p><u>Activity</u></p> <ul style="list-style-type: none"> Independent Read: “The Case Against Solitary Confinement” (Slide #73) Summarize article in “Socratic Seminar Research Guide: Solitary Confinement” <p><u>Assessment</u></p> <ul style="list-style-type: none"> Check for understanding: Think-Pair-Share or Whole-Group Discussion of key takeaways from article <p><u>Closure</u></p> <ul style="list-style-type: none"> Continue to next segment 	<p><u>How are students being engaged?</u></p> <ul style="list-style-type: none"> Students are reading, writing, and discussing <p><u>How are students using/applying what they learn?</u></p> <ul style="list-style-type: none"> Students identify key points/arguments in an article and summarize what they read 	<ul style="list-style-type: none"> Introduction to the Bill... Socratic Seminar Res... The Case Against Solitary Confinement Smartboard Student computer Pen/pencil
<p style="text-align: center;"><u>Segment #31</u></p> <p><u>Time</u> - 20 minutes</p> <p><u>Opening/Sponge/Motivator</u></p>	<p><u>How are students being engaged?</u></p> <ul style="list-style-type: none"> Students are reading, writing, and discussing 	<ul style="list-style-type: none"> Introduction to the Bill... Socratic Seminar Res... The Impacts of Solitary Confinement Vera Institute Smartboard

<ul style="list-style-type: none"> Explain that students will follow the same method for the additional two resources <p><u>Activity</u></p> <ul style="list-style-type: none"> Independent Read: “The Impacts of Solitary Confinement” (Slide #73) Summarize article in “Socratic Seminar Research Guide: Solitary Confinement” <p><u>Assessment</u></p> <ul style="list-style-type: none"> Check for understanding: Think-Pair-Share or Whole-Group Discussion of key takeaways from article <p><u>Closure</u></p> <ul style="list-style-type: none"> Continue to next segment 	<p><u>How are students using/applying what they learn?</u></p> <ul style="list-style-type: none"> Students identify key points/arguments in an article and summarize what they read 	<ul style="list-style-type: none"> Student computer Pen/pencil
<p style="text-align: center;"><u>Segment #32</u></p> <p><u>Time</u> - 25 minutes</p> <p><u>Opening/Sponge/Motivator</u></p> <ul style="list-style-type: none"> Explain that firsthand accounts of experiences can solidify or change our opinions <p><u>Activity</u></p> <ul style="list-style-type: none"> Watch: “The Box: 27 Years in Solitary Confinement” (Slide #73) Summarize video in “Socratic Seminar Research Guide: Solitary Confinement” <p><u>Assessment</u></p>	<p><u>How are students being engaged?</u></p> <ul style="list-style-type: none"> Students are listening, writing, and discussing <p><u>How are students using/applying what they learn?</u></p> <ul style="list-style-type: none"> Students identify key points/arguments in a video and summarize what they learned 	<ul style="list-style-type: none">  Introduction to the Bill...  Socratic Seminar Res... The Box: 27 years in solitary confinement Prison Al Jazeera Smartboard Student computer Pen/pencil



<ul style="list-style-type: none"> Check for understanding: Think-Pair-Share or Whole-Group Discussion of key takeaways from article <p><u>Closure</u></p> <ul style="list-style-type: none"> Students are instructed to complete the “My Opinion” and “Supporting Evidence” sections of the Research Guide as homework if not finished in class 		
<p style="text-align: center;"><u>Segment #33</u></p> <p><u>Time</u> - 15 minutes</p> <p><u>Opening/Sponge/Motivator</u></p> <ul style="list-style-type: none"> Review Socratic Seminar Rules and Expectations (Slides #63-71) <i>Hand out Cornell Notes sheets to be used during observer role</i> <p><u>Activity</u></p> <ul style="list-style-type: none"> Students gather their materials (Slide #75) and choose seating as either a participant or observer <p><u>Assessment</u></p> <ul style="list-style-type: none"> Check for understanding of rules and expectations <p><u>Closure</u></p> <ul style="list-style-type: none"> Continue to next segment 	<p><u>How are students being engaged?</u></p> <ul style="list-style-type: none"> Students are checking their understanding and asking clarifying questions <p><u>How are students using/applying what they learn?</u></p> <ul style="list-style-type: none"> Students will finalize speaking points on the topic in preparation for the seminar 	<ul style="list-style-type: none">  Introduction to the Bill...  Cornell Notes Completed Research Guide Smartboard Pen/pencil

<p style="text-align: center;"><u>Segment #34</u></p> <p><u>Time</u> - 30 minutes</p> <p><u>Opening/Sponge/Motivator</u></p> <ul style="list-style-type: none"> Students are instructed they have 30 minutes in their role as participant or observer followed by 30 minutes in the opposite role <p><u>Activity</u></p> <ul style="list-style-type: none"> Socratic Seminar Round 1 <i>It is helpful to display the topic (Slide #74) on the board during the seminar and refer students back to it if they get off track</i> <p><u>Assessment</u></p> <ul style="list-style-type: none"> Student participation is graded according to rubric (Slide #68) <p><u>Closure</u></p> <ul style="list-style-type: none"> Continue to next segment 	<p><u>How are students being engaged?</u></p> <ul style="list-style-type: none"> Students are speaking or observing and taking notes <p><u>How are students using/applying what they learn?</u></p> <ul style="list-style-type: none"> Students are able to present arguments orally and engage in academic discourse supported by evidence 	<ul style="list-style-type: none">  Introduction to the Bill...  Cornell Notes Completed Research Guide Smartboard Pen/pencil
<p style="text-align: center;"><u>Segment #35</u></p> <p><u>Time</u> - 30 minutes</p> <p><u>Opening/Sponge/Motivator</u></p> <ul style="list-style-type: none"> Students are instructed to switch roles <p><u>Activity</u></p> <ul style="list-style-type: none"> Socratic Seminar Round 2 	<p><u>How are students being engaged?</u></p> <ul style="list-style-type: none"> Students are speaking or observing and taking notes <p><u>How are students using/applying what they learn?</u></p>	<ul style="list-style-type: none">  Introduction to the Bill...  Cornell Notes Completed Research Guide Smartboard Pen/pencil

<p><i>It is helpful to display the topic (Slide #74) on the board during the seminar and refer students back to it if they get off track</i></p> <p><u>Assessment</u></p> <ul style="list-style-type: none"> • Student participation is graded according to rubric (Slide #68) <p><u>Closure</u></p> <ul style="list-style-type: none"> • Continue to next segment 	<ul style="list-style-type: none"> • Students are able to present arguments orally and engage in academic discourse supported by evidence 	
<p style="text-align: center;"><u>Segment #36</u></p> <p><u>Time</u> - 20 minutes</p> <p><u>Opening/Sponge/Motivator</u></p> <ul style="list-style-type: none"> • Teacher offers feedback on seminar <p><u>Activity</u></p> <ul style="list-style-type: none"> • Whole-group discussion of main takeaways and ideas for improved preparation and engagement <p><u>Assessment</u></p> <ul style="list-style-type: none"> • Research Guides and Cornell Notes are submitted for grading <p><u>Closure</u></p> <ul style="list-style-type: none"> • Remind students to bring all unit materials to following class period for Unit Test Review 	<p><u>How are students being engaged?</u></p> <ul style="list-style-type: none"> • Students receive and offer feedback <p><u>How are students using/applying what they learn?</u></p> <ul style="list-style-type: none"> • Students discuss the most influential points raised during seminar and explain how the information solidified or changed their opinion on the topic 	<ul style="list-style-type: none"> • Completed Research Guide • Completed Cornell Notes from seminar
<p style="text-align: center;"><u>Segment #37</u></p>	<p><u>How are students being engaged?</u></p>	<ul style="list-style-type: none"> •  Introduction to the Bill...

<p><u>Time</u> - 20 minutes</p> <p><u>Opening/Sponge/Motivator</u></p> <ul style="list-style-type: none"> Students gather unit materials and laptop for electronic review games <p><u>Activity</u></p> <ul style="list-style-type: none"> Review vocabulary flash cards <p><u>Assessment</u></p> <ul style="list-style-type: none"> Check for understanding <p><u>Closure</u></p> <ul style="list-style-type: none"> Continue to next segment 	<ul style="list-style-type: none"> Students are engaged in the review process <p><u>How are students using/applying what they learn?</u></p> <ul style="list-style-type: none"> Students are recalling information and testing their own understanding 	<ul style="list-style-type: none"> All completed unit materials including vocabulary flash cards, Cornell Notes, and worksheets Student computer
<p style="text-align: center;"><u>Segment #38</u></p> <p><u>Time</u> - 20 minutes</p> <p><u>Opening/Sponge/Motivator</u></p> <ul style="list-style-type: none"> Encourage students to continue reviewing vocab flash cards at home <p><u>Activity</u></p> <ul style="list-style-type: none"> Review case law covered in unit slides and worksheets <p><u>Assessment</u></p> <ul style="list-style-type: none"> Check for understanding <p><u>Closure</u></p> <ul style="list-style-type: none"> Continue to next segment 	<p><u>How are students being engaged?</u></p> <ul style="list-style-type: none"> Students are engaged in the review process <p><u>How are students using/applying what they learn?</u></p> <ul style="list-style-type: none"> Students are recalling information and testing their own understanding 	<ul style="list-style-type: none">  Introduction to the Bill... All completed unit materials including vocabulary flash cards, Cornell Notes, and worksheets Student computer

<p style="text-align: center;"><u>Segment #39</u></p> <p><u>Time</u> - 20 minutes</p> <p><u>Opening/Sponge/Motivator</u></p> <ul style="list-style-type: none"> Encourage students to continue reviewing case law at home <p><u>Activity</u></p> <ul style="list-style-type: none"> Review 4th, 5th, 6th, 8th, and 14th Amendments <p><u>Assessment</u></p> <ul style="list-style-type: none"> Check for understanding <p><u>Closure</u></p> <ul style="list-style-type: none"> Continue to next segment 	<p><u>How are students being engaged?</u></p> <ul style="list-style-type: none"> Students are engaged in the review process <p><u>How are students using/applying what they learn?</u></p> <ul style="list-style-type: none"> Students are recalling information and testing their own understanding 	<ul style="list-style-type: none"> 📄 Introduction to the Bill... All completed unit materials including vocabulary flash cards, Cornell Notes, and worksheets Student computer <i>Optional: Quizlet practice tests</i>
<p style="text-align: center;"><u>Segment #40</u></p> <p><u>Time</u> - 20 minutes</p> <p><u>Opening/Sponge/Motivator</u></p> <ul style="list-style-type: none"> Encourage students to continue reviewing amendments at home <p><u>Activity</u></p> <ul style="list-style-type: none"> Review custody, search, and probable cause scenarios <p><u>Assessment</u></p> <ul style="list-style-type: none"> Check for understanding 	<p><u>How are students being engaged?</u></p> <ul style="list-style-type: none"> Students are engaged in the review process <p><u>How are students using/applying what they learn?</u></p> <ul style="list-style-type: none"> Students are recalling information and testing their own understanding 	<ul style="list-style-type: none"> 📄 Introduction to the Bill... All completed unit materials including vocabulary flash cards, Cornell Notes, and worksheets Student computer <i>Optional: Quizlet practice tests</i>

<u>Closure</u> <ul style="list-style-type: none"> Encourage students to continue studying at home 		
<p style="text-align: center;"><u>Segment #41</u></p> <p><u>Time</u> - 1 hour 30 minutes</p> <p><u>Opening/Sponge/Motivator</u></p> <ul style="list-style-type: none"> Review testing strategies <p><u>Activity</u></p> <ul style="list-style-type: none"> Unit Summative Assessment <p><u>Assessment</u></p> <ul style="list-style-type: none"> Assessments are graded <p><u>Closure</u></p> <ul style="list-style-type: none"> Continue to next unit 	<p><u>How are students being engaged?</u></p> <ul style="list-style-type: none"> Students are individually taking the assessment <p><u>How are students using/applying what they learn?</u></p> <ul style="list-style-type: none"> Students are demonstrating their comprehension of unit material 	<ul style="list-style-type: none">  Summative Assessment  Answer Key: Summat... Pen/pencil
<p style="text-align: center;"><i>PLC Question Three: What will we do when students have not learned?</i></p> <p><u>Interventions</u></p> <ul style="list-style-type: none"> Reteach Scaffolded/alternate assignments 		
<p style="text-align: center;"><i>PLC Question Four: What will we do when students have learned?</i></p> <p><u>Enrichment</u></p> <ul style="list-style-type: none"> Projects Guest speakers Mock trial 		
<u>Additional Information Related to the Course Section:</u>		

-

SkillsUSA Connection(s):

-

Notes:

- *It is not recommended that you delete entire slides from the presentation or the sequencing of slide references in each segment will be incorrect.*

Pacing from a comprehensive high school with 90 minute block class periods:

Day 1 (*Segments 1-4*): "Introduction to the Bill of Rights" Slides #1-12 + Vocabulary Flash Cards + "The Bill of Rights" video + "Fourth Amendment" video

Day 2 (*Segments 5-7*): "Introduction to the Bill of Rights" Slides #13-19 + Case Brief + Fourth Amendment Worksheet

Day 3 (*Segments 8-11*): "Introduction to the Bill of Rights" Slides #20-25 + Fifth Amendment Worksheet

Day 4 (*Segments 12-16*): "Introduction to the Bill of Rights" Slides #26-37 + Sixth Amendment Worksheet + Eighth Amendment Writing Assignment

Day 5 (*Segments 17-22*): "Introduction to the Bill of Rights" Slides #38-56 + "The 14th Amendment" video + Cornell Notes + "The Sit-In Movement" video + "Due Process" video

Day 6 (*Segments 23-26*): "Introduction to the Bill of Rights" Slides #57-62 + "A New Kind of Justice" video + Constitutional Rights Crossword Puzzle

Day 7 (*Segments 27-32*): "Introduction to the Bill of Rights" Slides #63-73 + Socratic Seminar Research Guide: Solitary Confinement

Day 8 (*Segments 33-36*): "Introduction to the Bill of Rights" Slides #74-75 + Cornell Notes

Day 9 (*Segments 37-40*): Test Review

Day 10 (*Segment 41*): End-of-Unit Summative Assessment